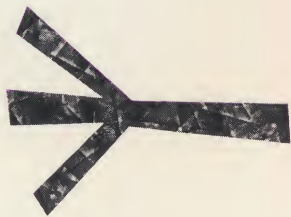




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Please note the new sociology textbooks published by Houghton Mifflin since January 1966: SOCIOLOGICAL THEORIES IN PROGRESS, Vol. 1 by Berger, Zel-ditch and Anderson (page 34); the second edition of Kephart's THE FAMILY, SOCIETY, AND THE INDIVIDUAL (page 21); COMPARATIVE CRIMINOLOGY by Mannheim (page 20); INSTITUTIONS, ORGANIZATIONS, AND MASS SOCIETY by Martindale (page 29); and IN COMMON PREDICAMENT by Sherif (page 30).

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ERNEST Q. CAMPBELL

Professor and Chairman, Department of Sociology and Anthropology
Vanderbilt University

Editorial Adviser in Sociology

PROFESSOR ERNEST Q. CAMPBELL received the B.A. degree in psychology at Furman University and the M.A. degree in sociology at the University of Pennsylvania. As the recipient of a Ford Foundation Fellowship, he studied at Vanderbilt University from 1954 to 1956. He was awarded the Ph.D. degree in sociology at Vanderbilt in 1956. Professor Campbell worked under a Social Science Research Council postdoctoral research training fellowship in sociology and social psychology at Harvard University (1957-58) after teaching for a year at Florida State University. From 1958 until 1963 he held Assistant and Associate Professorships at the University of North Carolina. He has been at Vanderbilt University as Professor and Chairman of the Department of Sociology and Anthropology since 1963.

Professor Campbell has served as Secretary-Treasurer and First Vice-President of the Southern Sociological Society. He is currently President-elect of that organization. He is also active in the American Sociological Association as Chairman of the Committee on Training and Professional Standards and as a member of the Committee on Certification of Social Psychologists. Other current professional responsibilities include: Associate Editor of *Sociological Inquiry* and member of the Editorial Advisory Board of *Southern Education Report*. Professor Campbell has recently completed an association with the United States Office of Education as a Consultant and as a Co-Director of the Educational Opportunities Survey under the 1964 Civil Rights Act, both in 1965-66.

Professor Campbell has particular professional interest in the areas of social control and deviance, social psychology, and race relations. He has contributed to such scholarly journals as *Sociological Inquiry*, *American Journal of Sociology*, *American Sociological Review*, *The Sociological Quarterly*, *Social Forces*, and *Public Opinion Quarterly*. He is also co-author of *Christians in Racial Crisis* and *When A City Closes Its Schools*.

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ORIENTATION AND RESEARCH

★Bell, Burkhardt, and Lawhead

INTRODUCTION TO COLLEGE LIFE: Meanings, Values, and Commitment — Second Edition. Edited by Norman T. Bell, Richard W. Burkhardt, and Victor B. Lawhead, all of *Ball State University*. 196 pages, 6" x 9½", 1966, Paper, \$2.50.

Retaining the basic organization and the purpose of the first edition — to bring the student to a closer examination of his goals, of his conceptions of college, of his personal adjustment to college life, and of his fitness for college — the Second Edition of **INTRODUCTION TO COLLEGE LIFE** reflects the current tendency among young people to see personal relevance in all their contacts with life. The editors have added a new section, "The Student and Society," which relates the collegiate experience to the "student movement," to existential thought, and to the rapidly growing interest in the service corps. Additions and deletions have been made throughout the book, but essentially it remains a stimulating collection of readings which deal, from a variety of viewpoints, with the importance of academic excellence properly complemented by valuable extracurricular activities.

CONTENTS: EDITOR'S INTRODUCTION. FOREWORD TO STUDENTS. PART ONE: FROM HIGH SCHOOL TO COLLEGE 1. Edmund Morgan, *What Every Yale Freshman Should Know* 2. Harold Hutson, *Going to College . . . a Right or a Privilege?* 3. Harold G. Ridlon, *Why Freshmen Fail* PART TWO: THE ESSENCE OF HIGHER EDUCATION 4. Richard Burkhardt, *What College Can Do For You* 5. Samuel Belkin, *The Four Dimensions of Higher Education* 6. Edward D. Eddy, Jr., *The Results of a Liberal Education* 7. Grayson Kirk, *Four Marks of an Educated Man* PART THREE: GENERAL AND SPECIALIZED EDUCATION 8. Stuart Chase, *Are You a Specialist or a Generalist?* 9. Howard Mumford Jones, *The Attractions of Stupidity* 10. John W. Gardner, *Versatility* 11. James R. Killian, Jr., *Lift the Human Spirit* PART FOUR: THE STUDENT AND HIS VALUES 12. Joseph Wood Krutch, *The New Immorality* 13. Louis B. Rath, *Let Us Keep Seeking to Clarify Values* 14. Philip E. Jacob, *College Expectations* 15. Shana Alexander, *The Tarnished Buttons* PART FIVE: THE INSTRUCTOR AND

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Campbell

FORM AND STYLE IN THESIS WRITING. William G. Campbell, formerly of the *University of Southern California*. 114 pages, 8½" x 11", 1954, Paper, \$1.95.

This standard reference work follows established usages and gives extensive information about approved deviations in certain fields. The undergraduate paper is stressed, and excellent chapters are provided on format, quotations, footnotes and bibliographical references, tables and illustrations, typing aids, and style.

CONTENTS: I. GENERAL CONSIDERATIONS: 1. The Thesis Program. 2. Thesis Form. 3. Term Papers. II. FORMAT OF THE THESIS: 1. The Preliminaries. 2. The Text of the Thesis. 3. The Reference Materials. 4. Format of a Term Paper or Seminar Report. III. QUOTATIONS. IV. FOOTNOTE AND BIBLIOGRAPHICAL REFERENCES: 1. Footnotes. 2. Bibliography. 3. Forms of Entries. 4. Special Forms of Footnote References.

tration, if not actual failure. **THE FIRST YEARS IN COLLEGE** provides the student with a firm basis for academic success in the crucial first year, and with an attitude toward learning that will enrich all further study.

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CONTENTS: FOREWORD. 1. College Study: Expectations and Realities, LOUIS T. BENEZET, College in the American Tradition, Misconceptions About a College Education, How a Student Can Help a College Succeed, Fraternities and Sports, College Is a Serious Place, What a Student Owes His College. 2. The Nature and Study of History, HENRY STEELE COMMAGER, What Is History?, The Varieties of History, The Uses of History, How To Read History, The Philosophy of History. 3. United States History, JAMES P. SHENTON, The Goals of College Study in American History, Distinctive Characteristics of American History, The Theme of Origins, The Frontier Theme, The Theme of Liberty, The Theme of Political Compromise, The Military Theme, The Other World Theme, The Reform Theme, The Theme of Free Enterprise, The Theme of Ever-Becoming. 4. Main Trends in the History of Western Civilization, LOUIS L. SNYDER, Western Civilization in the Preliterary, Ancient, and Medieval Eras, The Preliterary Era, The Ancient Near Orient, The Splendor That Was Greece, The Rise and Decline of the Roman Empire, Transition: From Ancient to Medieval History, The Byzantine and Moslem Empires, Feudalism and Manorialism, The Medieval Church, Medieval Culture, Economic Expansion and Territorial Consolidation, Western Civilization in Modern Times, Expansion of Europe: Discovery, Exploration, Colonization, The Commercial Revolution: 1400-1700, Transition: Renaissance and

Reformation, The Age of Absolutism: 1485-1789, The Age of Reason, The French Revolution and Napoleon, The Industrial Revolution, The Nineteenth Century, The Twentieth Century, The Prospect Ahead. 5. Political Science, PETER H. ODEGARD, The Scope of Political Science, The Political Philosophers, The Rationalization of Power, Political Behavior and the Structure of Power, The Scope of Power, The Uses of Power, Frames of Reference in the Study of Political Science, Present Structure of Political Science as a Discipline, Specialization and Integration. 6. Economics, WALTER W. HAINES, What is Economics All About?, The Development of Modern Economics, Economics as a Social Science, The Methods of Economics Study, A Word About Words, The Basic Course in Economics. 7. Sociology, MELVIN M. TUMIN, The Scope of Sociology, The Goals of College Study of Sociology, How Sociologists Do Their Scientific Work, Sociological Concepts and Terms, Textbooks and Courses in Sociology, Great Men and Great Ideas in Sociology, Opportunities and Challenges in Sociology. 8. The College English Program, WILLIAM E. BUCKLER, The Crisis in English, Meeting College Expectations, The English Program for Students Who Are Not English Majors, The College Program for English Majors, After the English Major: Graduate School and Beyond. 9. Freshman Composition, JAMES R. KREUZER, Expository Prose, Texts and Assignments, The Handbook, Writing the Theme, Revision, The "Corrected" Theme, The Source Paper. 10. Foreign Languages, HOWARD LEE NOSTRAND, Techniques for Efficient Learning: Keeping a Sustained Pace, Examining Your Own Performance, Using the New Approaches to Language Learning, Learning To Read a Foreign Language, The Skill of Writing in the Language, Analyzing Language, Continuing a Language from High School to College, How To Increase Your Motivation: Language Learning and Your Linguistic Development, Which Language?, Languages and Careers, Horizons Beyond Language Learning, Literature, Scientific Interests, Cultures and Social Structures. 11. Philosophy, RALPH ROSS, The Nature of Philosophy, An Example of Philosophic Discussion, The Main Branches of Philosophy, The Beginning Student in Philosophy. 12. Introduction to the Study of Science, WILLY LEY, Definition of "Historical Times", The Beginnings of Science, The Rebirth of Scientific Activity, The Origin of Modern

Astronomy, The Milestone in Physics: Sir Isaac Newton, The Classification of Living Things, The Birth of Modern Chemistry, The Age of Specialization, Two Sciences of the Twentieth Century. 13. Mathematics Today and Tomorrow, JULIUS H. HLAVATY and MYRON F. ROSSKOPF, What is Mathematics?, Sets, Numbers, and Numerals, Sets, Relations, and Functions, Logic, Geometry, Trigonometry, Analytic Geometry, The Calculus. 14. Physics, MORRIS H. SHAMOS, Science vs. "Common Sense", The Scientific Enterprise, Physics as a Field of Study, Modern Physics, The Language of Science, Physics in College, Graduate School and Beyond. 15. Chemistry, JOHN R. HOLUM, Chemistry as a Field of Study, Energy Relationships, Thermodynamics, Atomic and Molecular Structure, Kinetics, Equilibrium, Making the Most of College Study of Chemistry. 16. Biology and the Earth Sciences, LORUS MILNE and MARGERY MILNE, Introductory Courses in Science, Conceptual

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Anthropology **General Social Science** **Social Work**

ANTHROPOLOGY

Benedict

PATTERNS OF CULTURE. Ruth Benedict, SE-8, 291 pages, 5 $\frac{1}{8}$ " x 8 $\frac{1}{4}$ ", 1961, \$1.95.

Ruth Benedict's classic, published first in 1934, is now available in a Sentry Edition, one of a new series of books of lifetime interest bound in vinyl to be as compact and inexpensive as paper, yet as permanent as cloth. Printed from original plates on opaque paper which takes ink or pencil notes, the Sentry Edition of PATTERNS OF CULTURE is designed for complete legibility and intended for active use now followed by years on the library shelf.

★**Clifton**

INTRODUCTION TO CULTURAL ANTHROPOLOGY. Edited by James A. Clifton, University of Kansas. About 550 pages, A Spring 1967 Publication.

With the rapid growth of cultural anthropology since the Second World War, *unbiased* discourse on the nature, purposes, and approaches of the discipline requires the combined efforts of numerous specialists. In this new text, eighteen broadly experienced scholar-teachers have devoted individual chapters to substantive and methodological aspects of cultural anthropology, thereby presenting a wide range of viewpoints for the beginning student. This book stresses the *why* and the *how* of cultural anthropology as well as the traditional *what*: the first thirteen chapters examine subject matter, and the remaining five chapters address themselves to major research strategies and to specific problems of methodology and technique. In addition to illustrative summary statements about the varieties of cultural behavior found throughout the world, this book conveys an understanding of the fundamental questions cultural anthropologists ask about man and the various methods they employ in seeking answers to these questions. Although designed for the student of Introductory Cultural Anthropology, the book will be a useful supplement to other courses in anthropology or related disciplines dealing with the interaction of man and culture.

CONTENTS: PREFACE. ACKNOWLEDGEMENTS. 1. Cultural Anthropology: Aspirations and Approaches, *James A. Clifton*,

ANTHROPOLOGY AND GENERAL SOCIAL SCIENCE

University of Kansas. 2. Language and Linguistics, *Wallace L. Chafe*, University of California, Berkeley. 3. Art in the Life of Primitive Peoples, *Erna Gunther*, University of Washington. 4. Oral Literature, *Alan Dundes*, University of California, Berkeley. 5. Technology and Material Culture, *Robert F. G. Spier*, University of Missouri. 6. Social Structure: Societies as Arrangements of Personnel, *Fred Gearing*, University of California, Riverside. 7. Economic Anthropology, *Stillman Bradfield*, Kalamazoo College. 8. Law and Order, *Leopold Pospisil*, Yale University. 9. Religion and Magic, *Murray Wax*, University of Kansas. 10. The Study of Values, *Victor F. Ayoub*, Antioch College. 11. Culture Change, *Nancy O. Lurie*, University of Wisconsin, Milwaukee. 12. Ethnopsychology I: Comparative Psychological Processes, *Douglas R. Price-Williams*, Rice University. 13. Ethnopsychology II: Comparative Personality Processes, *Douglas R. Price-Williams*. 14. Ethnography: Method and Product, *Gerald D. Berreman*, University of California, Berkeley. 15. Microethnology: Small-Scale Comparative Studies, *J. L. Fischer*, Tulane University. 16. Macroethnology: Large-Scale Comparative Studies, *Yehudi A. Cohen*, University of California, Davis. 17. Ethnohistory, *William C. Sturtevant*, Smithsonian Institution. 18. Ecology: Cultural and Non-Cultural, *Andrew P. Vayda*, Columbia University and *Roy A. Rappaport*, University of Michigan. **BIBLIOGRAPHY. INDEX.**

Nimkoff

COMPARATIVE FAMILY SYSTEMS. Edited by M. F. Nimkoff — See page 22.

GENERAL SOCIAL SCIENCE

Hunt, Nimkoff, Harris, Cressey, Kirkpatrick, Weisberger, Bruun, Cowan, Cole, Keen, Polk, Palmer, and Armstrong

HIGH SCHOOL SOCIAL STUDIES PERSPECTIVES. Erling M. Hunt, *Teachers College, Columbia University*; M. F. Nim-

koff; Seymour E. Harris, *University of California at San Diego*; George B. Cressey, *University of California at Los Angeles*; Evron M. Kirkpatrick, *Director, American Political Science Association*, and Jeane J. Kirkpatrick; Bernard A. Weisberger, *University of Chicago*; Geoffrey Bruun, *Visiting Professor, Georgetown University*; L. Gray Cowan, *Columbia University*; Allan B. Cole, *The Fletcher School of Law and Diplomacy, Tufts University*; Benjamin Keen, *Northern Illinois University*; William R. Polk, *Harvard University*; Norman D. Palmer, *University of Pennsylvania*; and John A. Armstrong, *University of Wisconsin*. 344 pages, 6" x 9 1/4", 1962, Paper, \$4.50.

HIGH SCHOOL SOCIAL STUDIES PERSPECTIVES is designed to supplement any basal text on the teaching of high school social studies. It emphasizes "content" and offers expert and manageable presentations of insights and understandings needed by teachers of the social studies.

The opening chapter presents an excellent historical survey of social studies objectives and curriculums. Each of the following six chapters deals with a major social studies discipline in terms of the content, theoretical framework, and recent trends in the given field of study. The final six chapters are "area studies": critically important areas of the world including Africa, East Asia, Latin America, the Middle East, India and Pakistan, and the U.S.S.R. are reviewed. These "area study" chapters suggest issues and points of view which should be stressed in social studies classroom discussion and out-of-class research.

In short, this book explains how the present social studies curriculum developed, suggests the objectives toward which the curriculum should now move, and provides expert interpretive analyses to help the teacher translate curriculum theory into concepts and viewpoints to be reflected in the classroom.

CONTENTS: Foreword, Howard R. Anderson, formerly Provost, University of Rochester. 1. Changing Perspectives in the Social Studies, E. M. Hunt. 2. Anthropology, Sociology, and Social Psychology, M. F. Nimkoff. 3. Economics, S. E. Harris. 4. Geography, G. B. Cressey. 5. Political Science, E. M. Kirkpatrick and J. J. Kirkpatrick. 6. United States History, B. A. Weisberger. 7. Western Civilization, G. Bruun. 8. Area Study: Africa South of the Sahara, L. G. Cowan. 9. Area Study:

East Asia, A. B. Cole. 10. Area Study: Latin America, B. Keen. 11. Area Study: The Middle East, W. R. Polk. 12. Area Study: India and Pakistan, N. D. Palmer. 13. Area Study: The U.S.S.R., J. A. Armstrong. Index.

Queen, Chambers, and Winston

THE AMERICAN SOCIAL SYSTEM: Social Control, Personal Choice, and Public Decision. Stuart A. Queen, *University of Arizona*, William N. Chambers and Charles M. Winston, both of *Washington University*. 494 pages, 6 1/4" x 9 1/2", 1956, \$8.50.

This analysis of the American social system is integrated by three clearly-defined concepts: "Social control," regarded by the authors as their chief analytical tool, is defined as "the regulation of individual behavior by a group." It serves as a point of orientation from which the domestic, educational, religious, economic, and political aspects of North American life can be viewed. A study of the variable of "individual choice" and of "public decision" completes the analysis.

CONTENTS: PART ONE. FUNDAMENTALS OF SOCIAL CONTROL. 1. Controls, Choices, and Freedom. 2. Controls and Choices in the Social System. PART TWO. THE PATTERN OF SOCIAL CONTROLS: AMERICAN SOCIETY. 3. The Family and Social Control. 4. Education: A Social System Within a System. 5. Religion, Church, and Social Control. 6. Social Stratification and Differential Controls. 7. Shifting Controls: Crowd, Fashion, Public Opinion, and Propaganda. 8. Jobs and Social Control. 9. Consumers and Social Control. 10. The Price System: The Invisible Hand. 11. National Income: Its Level and Its Significance. 12. Subjects, Citizens, and Voters. 13. American Government: The Agencies of Control. 14. American Government: The Constitutional Structure. 15. Politics and Public Decisions. 16. Economy and Government: The Visible Hand. 17. The Web of Social Control. PART THREE. RANGES OF CHOICE AND FREEDOM: AMERICAN SOCIETY. 18. Internalization of Social Control. 19. Values, Choices, and Social Control. PART FOUR. SOCIAL SCIENCE AND THE CITIZEN. 20. Social Science: Spirit, Operation, and Uses. Index.

Smith

SURVEY OF SOCIAL SCIENCE — Fourth Edition. Marion B. Smith, *Louisiana State*

University. With the editorial collaboration of Carroll R. Daugherty, *Northwestern University*. 598 pages, 7" x 9 1/2", 1956, \$8.75.

The fourth edition of SURVEY OF SOCIAL SCIENCE introduces the student to the fundamental facts of man's life in the social order. By viewing man's life in society as a whole rather than as a series of disparate activities and institutions the text gives the student a firm non-technical orientation while introducing him to such specialized fields as anthropology, economics, and government.

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SOCIAL WORK

Aptekar

THE DYNAMICS OF CASEWORK AND COUNSELING. Herbert H. Aptekar, *Bran-*

deis University. Under the general editorship of Marion Hathway. 262 pages, 5 3/4" x 8 3/8", 1955, \$6.00.

This book has been recognized as a landmark in the field of social work, valuable for both students and practitioners. Morton Teicher wrote of it in *Human Organization*: "Aptekar has undertaken a formidable task and has succeeded in carrying it off with considerable skill. He has attempted to bring together the two rival schools of thought in social casework ["functional" and "diagnostic"] and to demonstrate how they can move beyond their present unhappy state of impasse . . . He has shown how various concepts and various methods can be factored out of each orientation to produce the kind of social casework practice and theory which uses all that is good in both schools of thought . . . the integrated approach which emerges from the book will have a profound impact on social casework."

CONTENTS: 1. *The Evolution of a Profession: Two Types of Personal Help. The Origin of Professional Casework. Early Diagnostic Interest. The Influence of Psychiatry. Freudian Theory. Otto Rank's Contribution. Summary of Freudian and Rankian Concepts. The Diagnostic-Functional Controversy. The Dynamic Concept in Casework and Counseling.* 2. *Conflicting Orientations: Dynamic Passivity. Relationship Therapy. The Conflict Between Relief-Giving and Therapy. Interest in Function. The Need for Diagnosis.* 3. *The Dynamic Problem: The Diagnostic Method. The Functional Approach. The Dynamic Conception. Conflict as the Focus. Orientation of the Worker. Responsibility in Dynamic Helping. Dynamic Practice. The Need for Synthesis.* 4. *From Casework to Counseling: Casework, Counseling, and Psycho-therapy Defined. Implications in the Definitions. The Role of the Agency. The Person, the Problem, and the Service. The Specific Character of Counseling. Dynamics in Counseling.* 5. *The Coming Phase of Integration: An Evolutionary Point of View. Professional Synthesis. The Problem of Diagnosis. The Use of History. The Nature of the Casework Relationship. A Case Example. The Need for Research.* 6. *Dynamic Theory and Practice: The Five Freudian Concepts. The Five Rankian Concepts. The Integration of Theory and Practice.* 7. *Analysis of a Counseling Interview from a Dynamic Standpoint: Transcript of Interview. Application of Diagnostic (Freudian) Concepts. Application of Functional (Ran-*

kian) Concepts. Analysis of Dynamics. The Dynamic Focus. Supplementary Reading Lists. Index.

Gordon

CASEWORK SERVICES FOR CHILDREN.

Henrietta L. Gordon. Under the general editorship of Marion Hathway. 493 pages, 5 $\frac{5}{8}$ " x 8 $\frac{3}{8}$ ", 1957, \$7.50.

Seven casework services basic to every community's program of child care are covered systematically and thoroughly: Foster Care, Boarding Home Care, Institutional Care, Adoption, Day Care, Supervised Homemaker Service, and Service to Children in Their Own Homes. In each instance Mrs. Gordon discusses (1) the parents' role in the creation of the child's problem, and the ways in which the parents can be helped, and (2) the child's problem and his attitude toward it. Each service is covered from all three sides: the parents, the child, and the caseworker who represents the community.

CASEWORK SERVICES FOR CHILDREN maintains that separation of the child from his parents should be considered only when all other methods have been considered and discarded as ineffective. The book should be of interest to students of social casework, to practicing social workers, and to all those involved in community agencies working in behalf of children.

CONTENTS: 1. Introduction. 2. The Importance of Parents and Home. 3. The Elements of Children's Casework Services. 4. Intake Problems in Foster Care. 5. Boarding Home Care: Help to the Parents. 6. Boarding Home Care: Help to the Child. 7. The Boarding Home and the Boarding Parents. 8. Institutional Care: Help to the Parents. 9. The Child in the Institution. 10. Adoption: Help to the Parents. 11. Adoption: Help to the Child. 12. The Adoptive

Parents and Their Home. 13. Day Care as a Social Service. 14. Supervised Homemaker Service. 15. Protective Service. 16. Services to Neglectful Parents. 17. Casework for Children in Their Own Homes. 18. Helping the Child at Home.

Wilson and Ryland

SOCIAL GROUP WORK PRACTICE. Gertrude Wilson, *University of California, Berkeley*, and Gladys Ryland, *Field Consultant, Community Division, Y.W.C.A. of the U.S.A. (Western Region)*. Under the general editorship of Marion Hathway. 687 pages, 5 $\frac{5}{8}$ " x 8 $\frac{3}{8}$ ", 1949, \$8.50.

This book describes the knowledge and skill which the social worker needs to acquire in order to make creative use of the social process in groups. Written particularly for students in schools of social work, the material will be valuable to all who work with groups in any capacity.

CONTENTS: PART ONE: THE SOCIAL GROUP WORK METHOD. 1. Professional Leadership in Social Work. 2. Understanding the Dynamics of Group Life. 3. The Social Group Work Method. 4. Factors of Individual and Group Difference. 5. Program Planning and Development. PART TWO. ANALYSIS OF PROGRAM MEDIA. 6. The Values of Play and Leisure Time Activities. 7. The Values of Games. 8. The Values of Rhythm, the Dance, and Music. 9. The Values of Story Telling and Dramatics. 10. The Values of the Arts and Crafts, the Out-of-Doors, and Trips. PART THREE. RECORDS OF SOCIAL GROUP WORK PRACTICE. 11. Groups of Preschool and School-Age Children. 12. Groups of Adolescents. 13. Young Adult Groups. 14. An Adult Group and a Club for the Aged. PART FOUR. SUPERVISORY AND ADMINISTRATIVE PROCESSES. 15. The Supervisory Process. 16. Administrative Processes. Bibliography. Index.

Sociology

continuous process of study and research by Dr. Nimkoff. Every chapter has been thoroughly reexamined, and all chapters but one have undergone rewriting. In this edition there are over 250 new references to recent research, and 272 illustrations underscore significant points.

CONTENTS: Part One: INTRODUCTION. 1. *Sociology and Science*; 2. *The Map of Sociology*. Part Two: SOCIETY. 3. *The Role of Culture*; 4. *The Contribution of the Biological Factor*; 5. *The Geographical Factor in Society*. Part Three: GROUP BEHAVIOR. 6. *Group Integration*; 7. *Crowds and Publics*; 8. *Social Control and Conformity*. Part Four: PERSONALITY. 9. *Group and Personality*; 10. *Culture and Personality*; 11. *Socialization and Social Deviation*. Part Five: HUMAN ECOLOGY AND POPULATION. 12. *Communities*; 13. *The Distribution of Population*; 14. *The Growth of Population*; Part Six: SOCIAL ORGANIZATION. 15. *The Social Order*; 16. *Social Stratification*; 17. *Society and the Economic Institutions*; 18. *The Governing Institutions of Society*; 19. *War and International Relations*; 20. *Religious Institutions*; 21. *The Family*; 22. *The Interrelationship of Institutions*. Part Seven: SOCIO-CULTURAL CHANGE. 23. *Processes of Socio-cultural Change*; 24. *The Social Effects of Innovation*; 25. *Social Disorganization*; 26. *Society and Adjustment*. Index.

SOCIOLOGY IN REVIEW. STUDENT'S MANUAL to accompany SOCIOLOGY — Fourth Edition. M. F. Nimkoff and Paul B. Foreman, *The Pennsylvania State University*. 148 pages, 6½" x 9½", 1964, \$2.25.

Following the organization of the text, this manual provides five categories of study aids for each chapter: (1) An Overview commenting on the chapter and raising pertinent questions, (2) A list of key concepts that the student should be able to discuss, (3) A list of suggested readings available in paperback, (4) Ten essay questions, (5) Ten multiple choice questions.

This manual is *not* an academic pony; rather, it assumes that the student has studied the pertinent sections of the text. This approach reinforces the student's understanding of sociological concepts, shows how these concepts interrelate, and encourages the student to use them in his own thinking.

Two underlying themes are emphasized in the material: the first deals with elements of scientific method, such as the logic of

variations, the meaning of significant differences, and the nature of causation; the second applies a "principle of cumulation," setting new ideas on the foundation of those introduced earlier, encouraging students to use these ideas and to recognize the necessity in social analysis for relating factor to factor, and incorporating every new factor into the existing fund of theory. Continuing in this way, the student can acquire a pattern of ideas about sociology that is valid in the tradition of the liberal arts and at the same time useful as a foundation for specialization.

INSTRUCTOR'S MANUAL to accompany SOCIOLOGY — Fourth Edition. Paul B. Foreman, *The Pennsylvania State University*. 73 pages, 6½" x 9½", 1964.

Over 800 multiple-choice examination questions, arranged by chapter and page, correspond with SOCIOLOGY, Fourth Edition. The multiple-choice items in the Instructor's Manual do not duplicate any of those in the Student's Manual.

Comparative Institutions

Bereday, Brickman, and Read

THE CHANGING SOVIET SCHOOL. George Z. F. Bereday, *Teachers College, Columbia University*, William W. Brickman, *University of Pennsylvania*, and Gerald H. Read, *Kent State University*, editors, for the *Comparative Education Society*. Assisted by Ina Schlesinger. 514 pages, 5½" x 8¾", 1960, Paper, \$5.50.

This book incorporates the observations of seventy-one American educators who visited Soviet schools and universities. The educators, representing a variety of specialties in academic and professional fields, report what they heard and saw in Soviet classrooms, special lectures, and many formal and informal discussions. In addition, the book describes the educational life of the child outside of school, the state of the teaching profession, and other particular aspects of education in the Soviet Union. As a contribution toward a better understanding of current Soviet education, the book also offers several chapters which trace the development of education in Russia from the Middle Ages to the present.

CONTENTS: Foreword. Introduction. Participants. PART ONE: 1. General Char-

acteristics of Soviet Education. 2. The Development of Education in Tsarist Russia. 3. The Historical Setting after the Revolution. 4. The Contemporary Soviet School. PART TWO: 5. School Administration. 6. Preschool Education. 7. Primary Education. 8. Secondary Education: A General Description. 9. Secondary Education: Subject Areas and Methods. 10. Secondary Education: Polytechnization. 11. Higher Education. 12. Teacher Education. 13. The Educational, Cultural, and Research Workers' Trade Union. 14. The Academy of Pedagogical Sciences in Moscow. PART THREE: 15. Education of the Handicapped. 16. Education of the Gifted. 17. Education outside the School. 18. Character and Moral Education in a Collectivist Society. Notes. Selected Bibliography. Picture Credits. Index.

Inkeles and Geiger

SOVIET SOCIETY: A Book of Readings. Edited by Alex Inkeles, *Harvard University*, and Kent Geiger, *University of Wisconsin*. 703 pages, 7" x 9½", 1961, \$7.95.

Seventy-three authoritative articles, compiled from a wide variety of sources, provide a systematic general survey of social organization and patterns of interaction over the total range of institutions and settings which make up the Soviet system. It is an ideal text for courses on the Soviet Union offered by sociology and political science departments and for interdepartmental introductions to the U.S.S.R.

The book provides comprehensive coverage by analyzing the framework of each Soviet institution — government, economy, education, the family, etc. — and showing how the individual is affected by each of the institutions. Chronological development is stressed, and the reality of the contemporary Soviet system is conveyed through discussions of virtually all the fundamental changes in Soviet society made in the post-Stalin era.

Descriptive sketches of the life and problems of the Soviet factory manager, lawyer, parent, and peasant create a balance with the articles of pure analysis and interpretation.

CONTENTS: Preface. CHAPTER I. BACKGROUNDS: *Natural and Human Resources*: 1. Industrial and Agricultural Resources, Chauncy D. Harris. 2. Trends in Soviet Population History, Frank Lorimer. 3. A Comparison of the Current Population in

the U.S.S.R. and the U.S.A., John F. Kantner. *Stages of Soviet Development*: 4. Historical Background of the Russian Revolution, E. H. Carr. 5. From Lenin Through Stalin, Waldemar Gurian. 6. The U.S.S.R. Under Khrushchev, Isaac Deutscher. *The System in Perspective*: 7. Ten Theories in Search of Soviet Reality, Daniel Bell. 8. Marxist Ideology and Soviet Reality, Barrington Moore, Jr. 9. Social Change and Cultural Stagnation, Isaiah Berlin. 10. The Sources of Soviet Conduct, George F. Kennan. CHAPTER II. IDEOLOGY AND POWER: *The Role of Ideas*: 11. The Appeal of Communist Ideology, Donald G. MacRae. 12. The "Withering Away of the State" in Theory and Practice, Robert V. Daniels. *The Communist Party*: 13. Development and Functioning of the Party, Barrington Moore, Jr. 14. Social Characteristics of the Party Membership, T. H. Rigby. 15. The Komsomol: Youth Under Dictatorship, Merle Fainsod. 16. A Voice from the Rank and File, Letter to Editor of Pravda. *The State*: 17. The Constitution, Governmental Organization, and Political Practice, Alec Nove. 18. Soviet Political Life After Stalin, Cyril E. Black. *The Law*: 19. The Sociopolitical Setting of Soviet Law, Nicholas S. Timasheff. 20. History and Spirit of Soviet Law, Harold J. Berman. 21. Soviet Property Law: A Case Study Approach, John N. Hazard. 22. The Soviet Lawyer: An Occupational Profile, Frederick Wyle. *Mass Persuasion and Its Effects*: 23. Mobilizing Public Opinion, Alex Inkeles. 24. Political Alienation Among Former Soviet Citizens, Raymond A. Bauer. 25. Ferment Among the Youth, *An Anonymous Soviet Student*. 26. Rumor Takes Over, *From a Story in Pravda*. *Force and Terror*: 27. The Soviet Armed Forces, General Richard Hilton. 28. Forced Labor Under Stalin, U.S. Department of State. 29. Revision of the Criminal Code, Vladimir Gsovski. 30. "The Crimes of Stalin": Special Report to the 20th Congress of the Communist Party of the Soviet Union, Nikita S. Khrushchev. CHAPTER III. ECONOMIC LIFE: *Organization and Growth*: 31. Interpreting Soviet Statistics, Naum Jasny. 32. The Background of Soviet Economic Performance, Alexander Eckstein. 33. The Organization of Economic Planning, Alexander Baykov. 34. Post-Stalin Reorganization of Industry, Alec Nove. *Agriculture*: 35. The Collective Farm, Lazar Volin. 36. The Peasant and Soviet Agricultural Policy, Arcadius Kahan. 37. How to Beat the System, *from Pravda*.

Management, Labor, and the Consumer: 38. The Situation of Plant Managers, *Joseph S. Berliner*. 39. The Worker and His Livelihood, *Alec Nove*. 40. Who Pays the Taxes? *Leon Herman*. 41. Economic Life in Soviet Literature, *Alexander Gerschenkron*. 42. "Putting Butter in the Porridge," from *Komsomolskaya Pravda*. CHAPTER IV. THE MIND AND THE SPIRIT: *The Place of Religion:* 43. Survey of State-Church Relations, *Vladimir Gsovski*. 44. Religious Revival in Russia? *Robert C. Tucker*. *Education:* 45. A Historical Survey of Soviet Education, *Ruth Widmayer*. 46. Recent Trends in Soviet Education, *Nicholas DeWitt*. 47. Soviet Literature for Children, *Helen Rapp*. 48. Recreation and Social Life at Moscow University, *Rex V. Brown (editor)*. *Philosophy, Science, and the Arts:* 49. The Poverty of Soviet Philosophy, *J. M. Bochenski*. 50. A Survey of Russian Science, *Eugene Rabinowitch*. 51. Political Controls and Soviet Literature, *Ernest J. Simmons*. 52. Social Science in the Service of Politics, *Phillip E. Mosely*. 53. Musical Expression in the U.S.S.R., *Cecil Parrott*. CHAPTER V. EVERYDAY LIVING: *Social Welfare:* 54. Soviet Living Standards, *Legislative Reference Service, Library of Congress*. 55. Is the Soviet Union a Welfare State? *Alec Nove*. 56. Doctors and Patients, *Mark G. Field*. 57. Leisure-Time Activities, *David Allchurch*. 58. "Have a Glass of Vodka," *A Soviet Doctor, in Izvestiya*. *The Family:* 59. Family and Inheritance in Soviet Law, *Vladimir Gsovski*. 60. Sex: From Free Love to Puritanism, *Vera S. Dunham*. 61. Winning Over the Youth, *Kent Geiger*. *Social Stratification:* 62. Myth and Reality of Social Classes, *Alex Inkeles*. 63. Toward the Classless Society? *Robert A. Feldmesser*. *Nationalities:* 64. The Regime's Nationality Policy, *Hugh Seton-Watson*. 65. Assimilation and the Muslims: A Case Study, *Richard Pipes*. *Types of Soviet Men:* 66. Studies of Russian National Character, *Clyde Kluckhohn*. 67. Three Generations of the Soviet Intelligentsia, *Leopold Haimson*. 68. Young Men Gone Astray, from *Komsomolskaya Pravda*. CHAPTER VI. A FORWARD LOOK: 69. The Future of Communist and World Society, *Nikita S. Khrushchev*. 70. Russia and Western Civilization, *Arnold J. Toynbee*. 71. The Durability of Soviet Totalitarianism, *Bertram D. Wolfe*. 72. The Economic Challenge to the American Way of Life, *Harry Schwartz*. 73. Beyond the Containment Policy, *Mar-*

shall D. Shulman. *Biographical Notes on Contributors. Glossary of Russian Words. Index. End-paper Maps.*

Nimkoff

COMPARATIVE FAMILY SYSTEMS — See page 22.

Criminology and Delinquency

Eysenck

*CRIME AND PERSONALITY. H. J. Eysenck, *University of London*. 204 pages, 5¼" x 8¼", 1964, \$4.95.

This work is the first title in the International Series in the Behavioral Sciences, edited by Dr. John E. Horrocks, Department of Psychology, The Ohio State University. In CRIME AND PERSONALITY Dr. Eysenck develops a theory which has striking implications for the treatment of criminals and other deviant types. He proposes that both socially acceptable behavior and antisocial behavior result from conditioning experiences and suggests that the difference is due to a combination of hereditary and environmental factors. The criminal or delinquent either (a) conditions poorly and fails to acquire the normal, acceptable conditioned responses or (b) conditions easily but is exposed to the norms of a deviant sub-culture. Eysenck suggests further that criminality can be combated through a deliberate program of reconditioning. The book is profitable reading for anyone with an interest in the fields of crime and delinquency, personality, or social psychology.

CONTENTS: *Editor's Foreword* by Dr. John E. Horrocks. Introduction. 1. Is Human Conduct Predictable? 2. The Nature of Personality. 3. The Mark of Cain. 4. The Biological Roots of Personality. 5. Is Conscience a Conditioned Reflex? 6. Crime and Conditioning. 7. Punishment or Cure? 8. The Task of Society. Epilogue. References: by Page Number. References: by Author. Index.

Glueck

*THE PROBLEM OF DELINQUENCY. Edited by Sheldon Glueck, *Harvard University*. 1183 pages, 7" x 9½", 1959, \$12.50.

A pioneer in research and teaching in the

area of delinquency, Dr. Glueck has compiled a book with a twofold aim: to acquaint students with the philosophy and procedure of juvenile courts, and to familiarize students with the approaches of the several disciplines to delinquency — psychiatry, sociology, anthropology, social work, and law.

Each of the 186 articles and decisions performs a specific function within the total structure. Chapter introductions are designed to bring order to the great diversity of points of view expressed. Articles and decisions run the gamut from the origins through the legal disposition to the prediction, treatment, and prevention of delinquency.

CONTENTS: PART I. INCIDENCE AND CAUSATION: *I. Incidence:* 1. Incidence and Measurement of Delinquency. *II. Theories and Findings Regarding "Causes" of Delinquency:* 2. Cause and Effect in Biosocial Problems Involving Delinquency. 3. Anthropologic-Biologic (Hereditary-Constitutional) Aspects of Delinquency. 4. Psychologic Aspects of Delinquency. 5. Psychiatric and Psychoanalytic Aspects of Delinquency. 6. Family Life and Delinquency. 7. School Influences and Delinquency. 8. Sociocultural Aspects of Delinquency. 9. Theories of Delinquency Causation. PART II. THE JUVENILE COURT AND THE LAW: *I. History and Organization:* 10. The Juvenile Court: Historical Background. 11. The Juvenile Court: Its Philosophy and Organization. *II. Basic Legal Issues:* 12. Constitutional Protections. 13. Jurisdictional and Related Problems. 14. Problems of Proof. 15. Problems of Disposition. 16. Custody, Neglect, Dependency. 17. Suggested Procedural Reforms. 18. Youths Beyond Juvenile Court Age. *III. Detention, Investigation, Sentencing:* 19. Intake, Detention, Clinical Examination, Investigation, Hearing. 20. The Sentencing Process. PART III. TREATMENT: *I. Types of Disposition and Treatment:* 21. Forms of Treatment: Probation and Its Adjuncts. 22. Forms of Treatment: Foster Home Care. 23. Forms of Treatment: Institutional Care. 24. Forms of Treatment: Hospital Care. 25. Institutional Personnel. *II. Treatment Devices:* 26. Techniques of Treatment: Casework. 27. Techniques of Treatment: Individual Psychotherapy. 28. Techniques of Treatment: Group Therapy. 29. After-Care. 30. Punishment or Treatment of Parents of Delinquents. 31. Post-Treatment Behavior. PART IV. PREVENTION OF DELINQUENCY: *I. Early Recognition of Potential Delinquents:* 32. Prediction of

Delinquency. *II. Preventive Action:* 33. Preventive Philosophy, Programs, Devices. *Contributors. Index.*

Glueck and Glueck

*FAMILY ENVIRONMENT AND DELINQUENCY. Sheldon and Eleanor Glueck, *Harvard University*. 328 pages, 5½" x 8½", 1962, \$6.95.

FAMILY ENVIRONMENT AND DELINQUENCY, the third in a continuing series of publications devoted to discovering the etiology of juvenile delinquency, extends the analysis of UNRAVELING JUVENILE DELINQUENCY (1950) and PHYSIQUE AND DELINQUENCY (1956). The series springs from a detailed study of 1,000 boys from depressed areas, half of whom were delinquents and half of whom were not, and their subsequent classification according to more than 100 physiological and psychological "traits" and sociocultural "factors."

Part One of the present volume tries to assess the relative importance of heredity and environment in the formation of traits previously found to be predictive of delinquency. Through statistical analysis of all the traits and factors, the Gluecks are able to classify most of the traits along a biosocial continuum, isolating those which appear to be primarily constitutional in origin and those which appear to spring chiefly from the environment.

In Part Two, after considering traits and factors in combination, the authors are led to conclude that delinquency is much more a product of differential contamination than of differential association, and that contamination depends not merely on exposure to criminogenic influences, but also on individual susceptibility as opposed to immunity.

"The Case of Henry W." is included as an appendix to illustrate the methods of collecting and collating the detailed information that enabled the Gluecks to classify each of their subjects on all the traits and sociocultural factors. FAMILY ENVIRONMENT AND DELINQUENCY will find myriad applications in the day-to-day work of those engaged in the prevention and management of juvenile delinquency.

CONTENTS: Preface. INTRODUCTION: 1. Background of Inquiry. 2. Scope of Inquiry. PART I. ORIGIN OF TRAITS: 3. Traits Which Do Not Vary among Body Types: Related

to Less than Two Social Factors. 4. Traits Which Do Not Vary among Body Types: Related to Two or More Social Factors. 5. Additional Traits Which Do Not Vary among Body Types: Related to Two or More Social Factors. 6. Contribution of Environmental Factors to Constitutional Traits. 7. Contribution of Environmental Factors to Additional Constitutional Traits. 8. Summary of Trait Formation. PART II. FAMILY ENVIRONMENT, TRAITS AND DELINQUENCY: 9. Social Factors, Traits and Delinquency. 10. Pathology of Parents, Traits and Delinquency. 11. Some Aspects of Home Climate, Traits and Delinquency. 12. Family Relationships, Traits and Delinquency. 13. Parental Unconcern for Boy, Traits and Delinquency. 14. Family Environment, Traits, Body Build and Delinquency: A Summary. CONCLUSION: 15. Some Implications of the Findings for Management of Delinquency. APPENDICES: A. Case of Henry W. by George F. McGrath and Mildred P. Cunningham. (Edited by Virginia Atchley) B. Traits: (1) Definitions of Traits. (2) Incidence of 66 Traits among Delinquents and Non-delinquents. C. Social Factors: (1) Definitions of Social Factors. (2) Incidence of 44 Social Factors among Delinquents and Non-delinquents. D. Data for Analysis of Trait Formation Based on Nondelinquents of *Unraveling Juvenile Delinquency*. E. Data for Analysis of Selective Impact of Factors on Physique Types Characterized by Indicated Trait. F. Data for Analysis of Selective Impact of Factors of Family Environment on Delinquents Characterized by Indicated Traits. G. Data for Analysis of Selective Impact of Factors of Family Environment on Delinquents of Different Physique Types. *Index*.

★Mannheim

*COMPARATIVE CRIMINOLOGY. Hermann Mannheim, O.B.E., *University of London*. 793 pages, 8½" x 5½", 1966, \$12.50.

Dr. Mannheim's major work, COMPARATIVE CRIMINOLOGY, represents the distillation of two decades of concentrated study and teaching. While according adequate scope to American criminological literature in view of the dominant position held at present by American criminology, the book is primarily concerned with recent criminological developments in Britain and the principal Continental countries. After

an introductory section discussing the nature, scope, and objectives of criminology, Part Two offers a systematic presentation of the methodology of criminological research with an in-depth coverage unique among criminology textbooks. Part Three examines physical, psychological, and psychiatric aspects of crime. In Part Four Dr. Mannheim explores the criminological implications of social class, race, sex, and other sociological factors. The emphasis on etiology and methodology rather than penology will make the book of particular interest to research students, but anyone concerned with the study and prevention of crime will find here a wealth of useful information.

CONTENTS: Part I. INTRODUCTION: 1. The Nature, Scope, and Objects of Criminology. 2. Crime: Its Meaning in Relation to Law, Religion, Custom and Morals. Part II. RESEARCH AND METHODOLOGY: 3. Research. 4. Methodology of Research in General. 5. The Place of Statistics in Criminological Research I. 6. The Place of Statistics in Criminological Research II: Research Statistics. 7. Prediction Studies. 8. Individual Case Studies and Typological Methods. 9. Experimental Methods. 10. Action (or Operational) Research and Sociological Methods. Part III. FACTORS AND CAUSES RELATED TO CRIME, PRELIMINARY OBSERVATIONS: Section One. The Physical Side of Crime. 11. Physical-Anthropological-Biological Aspects I: Geography, Physical Health. 12. Anthropological-Biological Aspects II: The Positivist School. 13. Post-Lombrosian Developments. Heredity. Twins and Glands. The Criminological School. Section Two. Psychological and Psychiatric Aspects of Crime. 14. Mental Disorders I: Psychoses, Alcoholism and Drug Addiction. 15. Mental Disorders II: Neuroses and Psychopathy. Mental Deficiency and its Opposite. 16. The Psychology of the Normal Offender. 17. The Contributions of Psycho-Analysis. Freud, Adler, Jung. 18. The Criminal Law and the Mentally Abnormal Offender. *Selected Reading Lists and Notes for Chapters 1 through 18*. Part IV. THE SOCIOLOGY OF CRIME: 19. Our Criminogenic Society I: A Preliminary Survey. 20. Our Criminogenic Society II: Social Class and Class Conflict: Their Criminological Implications. 21. Our Criminogenic Society III: White Collar and Other 'Non-Working Class' Crimes. 22. Class-Oriented Theories of Criminal Sociology. In Particular: Anomie and the Criminal Subculture. 23. Non-Class-Oriented Theories. In Particular: The Ecological Theory. Culture Con-

flict. Racial and Other Minorities. Economic Factors. The Effect of Wars and Other Crises. Different Association. 24. Groups as Factors in Crime I: A. Primary Groups: Family and School. 25. Groups as Factors in Crime II: B. Associations in Crime: Occasional Co-operation of a Few. The Crowd. Organized Crime: Adult and Adolescent Gangs. The Victim of Crime. 26. Age and Sex Factors in Crime. *Selected Readings and Notes for Chapters 19 through 26*. Appendix: I. Societies. II. Institutes. III. Journals. IV. Bibliographies. V. Textbooks. VI. Encyclopedias. VII. Readings. *Index of Subjects*. *Index of Names*.

Culture and Personality

Ullman

SOCIOCULTURAL FOUNDATIONS OF PERSONALITY. Albert D. Ullman, *Tufts University*. 420 pages, 5½" x 8½", 1965, \$7.50.

How do members of a society become like other members of that society?

This is the complex question with which SOCIOCULTURAL FOUNDATIONS OF PERSONALITY is concerned. Dr. Ullman begins with the physical nature of man and moves through psychological learning theory to a study of how the culture and social structure shape the personality of each maturing individual so that, although he remains unique, he behaves very much like other members of his society.

The book is unusual in two respects: (1) it consists of only 15 readings, carefully integrated by the supporting original textual material to present a unified approach to the subject; (2) it is firmly based on findings of experimental psychology.

SOCIOCULTURAL FOUNDATIONS OF PERSONALITY is designed for courses in culture and personality and will be of interest to both the sociologist and the psychologist teaching in the broader area of social psychology.

CONTENTS: Editor's Introduction. Preface. 1. THE FRAMEWORK: *Outline of a Program for the Study of Personality and Culture*, by W. I. Thomas. 2. HUMAN NATURE: Selection from *Mankind in the Making* by William Howells. 3. THE EMERGENCE OF MOTIVES: *Instincts and Homeostasis* by Lawrence S. Kubie. 4. NEED REDUCTION

by Albert D. Ullman. 5. LEARNING MOTIVES: *Anxiety-Reduction and Learning* by O. H. Mowrer. 6. EMERGENCE OF THE SELF: Selections from *Mind, Self and Society* by George H. Mead and from *The Interpersonal Theory of Psychiatry* by Harry Stack Sullivan. 7. THE SELF AS A COGNITIVE STRUCTURE: *Human Motives and the Concept of the Self* by Ernest R. Hilgard. 8. THE CONTENT OF PERSONALITY: CULTURE, Selection from *Culture and Personality: The Natural History of a False Dichotomy*, by Melford E. Spiro. 9. NORMS AND VALUES: *A Typology of Norms* by Richard T. Morris. 10. INTERNALIZING CULTURE: Selection from *Freudian Theories of Identification and Their Derivatives* by Urie Bronfenbrenner. 11. DIFFERENTIAL ACCESS TO CULTURE: Selection from *The Role-Set: Problems in Sociological Theory* by Robert K. Merton. 12. SOCIAL STRUCTURE, CHILD REARING, AND PERSONALITY: *Relation of Child Training to Subsistence Economy* by Herbert Barry, III, Irvin L. Child, and Margaret K. Bacon. 13. THE CONSEQUENCES OF MULTIPLE ROLE ENACTMENT: *Reference Group Behavior and Social Integration: An Explorative Study* by S. N. Eisenstadt. 14. SOCIOCULTURAL FACTORS IN DEVIANT BEHAVIOR: *Ethnic Differences in the First Drinking Experience* by Albert D. Ullman. 15. REPRESENTATIVE PERSONALITY AND SOCIETY'S "NEEDS": *The Functional Prerequisites of a Society* by D. F. Aberle, A. K. Cohen, A. K. Davis, M. J. Levy, Jr. and F. X. Sutton. 16. Conclusions by Albert D. Ullman. *Index*.

Marriage and the Family

Kephart

THE FAMILY, SOCIETY, AND THE INDIVIDUAL — Second Edition. William M. Kephart, *University of Pennsylvania*. 666 pages, 6½" x 9¼", 1966, \$8.25.

In the Second Edition of THE FAMILY, SOCIETY, AND THE INDIVIDUAL, Dr. Kephart has undertaken a major revision of the initial work which has already become a standard text in family courses. The Second Edition necessarily retains the scholarship, comprehensiveness, and clarity of the First Edition. It continues to use the family to illustrate the relationship between — and interdependence of — individual needs and societal imperatives as it inter-

weaves research findings and sociological analysis in the same direct and appealing writing style which made the First Edition so popular with students and instructors alike.

The Second Edition has been thoroughly revised with the addition of completely new chapters or sections on Social Class Variations, Mate Selection, and Marital Adjustment. The many extensively expanded or rewritten sections include: the incest taboo and divorce, the changing status of women, the socio-legal aspects of marriage, the contraception controversy, marital adjustment, sex education, causes and effects of family breakdowns, the marriage counseling movement, and others. **THE FAMILY, SOCIETY, AND THE INDIVIDUAL**, Second Edition, is an ideal textbook for institutional courses in marriage and the family. A revised Instructor's Manual containing true-false, fill-in, match-type and essay questions — together with answers and the page numbers of the answers — is available to the professor upon adoption of the text.

CONTENTS: PART I: INTRODUCTION. 1. The Study of the Family. PART II: BACKGROUND FACTORS. 2. Biological Foundations of the Family. 3. Cross-Cultural Patterns. 4. Historical Perspective. PART III: AMERICAN FAMILY PATTERNS. 5. The American Family Heritage. 6. Experimental Family Organization. 7. Minority Family Types. 8. Emergent Marriage and Family Values. PART IV: PREMARITAL BEHAVIOR PATTERNS. 9. Mate Selection — I. 10. Mate Selection — II. 11. Romantic Love. 12. Premarital Moral Codes — I. 13. Premarital Moral Codes — II. PART V: MARITAL INTERACTION. 14. Socio-Legal Aspects of Marriage. 15. The Physiological Basis of Marriage. 16. The Sexual Factor in Marriage. 17. Marital Adjustment. 18. Social Class Variations. 19. Parent-Child Interaction. PART VI: FAMILY DISORGANIZATION. 20. The Divorce Process. 21. Socio-Demographic Aspects of Divorce. 22. Family Breakdown: Causes and Effects. PART VII: CONCLUSION. 23. The Conservation and Integration of Family Values. Index of Names. Index of Subjects.

Nimkoff

COMPARATIVE FAMILY SYSTEMS Edited by M. F. Nimkoff. 402 pages, 6½" x 9¼", 1965, \$6.50.

This comprehensive, systematic study is

concerned with the major variations in the organization of the human family: their nature, their causes and their consequences. The book, useful for courses on the family and comparative family systems or as supplementary reading for institutional courses on the American family, combines verbal and quantitative, descriptive and analytic approaches. It discusses (1) available literature on comparative studies of the family; (2) the classification and types of family systems; (3) the relationship between the family and society; and (4) contemporary family trends.

Twelve authorities examine family life in societies with various political, economic, religious, marital, and descent patterns. Dr. Nimkoff supplies supporting introductory and concluding analyses. In his discussion of the relationship between the family and society, Dr. Nimkoff departs from the procedure of traditional research studies by considering the family as an independent as well as a dependent variable. This consideration reflects his belief that the family is not a purely passive institution, but instead acts as an intervening variable in social change. The reciprocal influence of family and society is particularly well demonstrated in Dr. Nimkoff's discussion of contemporary family trends — the present situation and future prospects of the family in its interaction with the dynamic forces of industrialization.

CONTENTS: I. INTRODUCTION. 1. *Comparative Studies of the Family*. 2. *Types of Family*. II. INTERCHANGE: SOCIETY AND FAMILY. 3. *The Social System and the Family*. 4. *The Family and the Social System*. III. CASES. 5. *Marriage and the Family in North-eastern Arnhem Land*, Ronald M. Berndt, The University of Western Australia. 6. *Family in Tikopia*, Raymond Firth, The London School of Economics and Political Science. 7. *Aspects of the Family Among the Bedouin of Cyrenaica*, E. L. Peters, University of Manchester. 8. *The Papago Family*, Ruth M. Underhill, Formerly, U.S. Indian Service and Denver University. 9. *The Nayars of South Malabar*, Joan P. Mencher, Cornell University. 10. *The Tibetan Family System*, H. R. H. Prince Peter of Greece and Denmark, LL.D., Ph.D. 11. *The Traditional Indian Family*, M. S. Gore, Tata Institute of Social Sciences, Bombay. 12. *The Family in Ireland*, Alexander J. Humphreys, S. J., Loyola University of Los Angeles. 13. *The Family in a Revolutionary Movement — The Case of*

the Kibbutz in Israel, Yonina Talmon, The Hebrew University, Jerusalem. 14. *The Japanese Family*, Ezra F. Vogel, East Asian Research Center, Harvard University. IV. CHANGE. 15. *The Soviet Family*, Kent Geiger, University of Wisconsin (Madison). 16. *The American Family*, M. F. Nimkoff, The Florida State University. 17. *World Trends*. 18. *The Future of the Family*. Appendix: Bibliography of Cross-Cultural Studies of the Family.

Sussman

SOURCEBOOK IN MARRIAGE AND THE FAMILY — Second Edition. Edited by Marvin B. Sussman, *Western Reserve University*. 566 pages, 7¾" x 10¾", 1963, Paper, \$4.95.

The second edition of this sourcebook is designed to be used with any text on marriage and the family. Seventy-five articles provide a wide selection of readings. Each section is a topical unit within itself and can be used as supplementary reading for topics covered in class. The series represents important research in sociology, psychology, medicine, anthropology, and related fields. The majority of the articles, however, have been drawn from the literature of sociology.

Continuities and introductions abstract each article and raise questions for the reader to consider. Many articles have been deliberately paired to present contrary viewpoints or analyses.

Biographical and bibliographical data on contributors are provided at the end of the book.

CONTENTS: CHAPTER ONE. CONTEMPORARY MARRIAGE AND THE FAMILY: 1. Spotlight on Marriage, *Population Bulletin*. 2. Matching of Husband and Wife in Phases of Development, *Nelson N. Foote*. 3. Chinese and American Marriage Practices, *Francis L. K. Hsu*. 4. Culture Configurations in the American Family, *John Sirjamaki*. 5. Family Formation and Family Composition: Trends and Prospects, *Paul C. Glick, David M. Heer, and John C. Beresford*. 6. Parenthood — The Basis of Social Structure, *Bronislaw Malinowski*. 7. The Isolated Nuclear Family: Fact or Fiction?, *Marvin B. Sussman*. 8. Home, *Henry Seidel Canby*. 9. Biological Discoveries and the Future of the Family, *M. F. Nimkoff*. CHAPTER TWO. DATING AND MATE SELECTION: 10. Factors Involved in the Frequency of Dating, *Samuel H. Lowrie*.

11. A Retest of Waller's Rating Complex, *Robert O. Blood, Jr.* 12. The "Going Steady" Complex: A Re-examination, *Robert D. Herman*. 13. Premarital Dating Behavior, *Winston W. Ehrmann*. 14. Romantic Love, *Hugo G. Beigel*. 15. The Theoretical Importance of Love, *William J. Goode*. 16. Cultural Factors in the Selection of Marriage Mates, *August B. Hollingshead*. 17. The Factor of Religion in the Selection of Marriage Mates, *John L. Thomas*. 18. The Theory of Complementary Needs in Mate Selection, *Robert F. Winch*. 19. A Re-examination of the Theory of Complementary Needs in Mate Selection, *James A. Schellenberg and Lawrence S. Bee*. 20. The Ideal and the Chosen Mate, *Anselm Strauss*. CHAPTER THREE. MARITAL ROLES AND INTERACTION: 21. Functional Analysis of Sex Roles, *Mirra Komarovsky*. 22. Some Implications of Current Changes in Sex-Role Patterns, *Ruth E. Hartley*. 23. The Interests of Happily Married Couples, *Purnell Benson*. 24. Observational Studies of Husband-Wife Interaction in Family Decision-Making, *William F. Kenkel*. 25. Marital Interaction and Perceptual Congruence of Self and Family Concepts, *Eleanore Braun Luckey*. 26. Women in the Family, *Ralph Linton*. 27. The Inner Life and Outer World of the Workingman's Wife, *Lee Rainwater, Richard P. Coleman, and Gerald Handel*. 28. On Understanding Lower-Class Behavior, *Hyman Rodman*. CHAPTER FOUR. CHILD BEARING AND CHILD REARING: 29. Parenthood as Crisis, *E. E. LeMasters*. 30. Size of Family and Preferences for Children of Each Sex, *Deborah S. Freedman, Ronald Freedman, and Pascal K. Whelpton*. 31. Trends in Infant Care, *Martha Wolfenstein*. 32. Infant Training and the Personality of the Child, *William H. Sewell*. 33. Middle-Class Fathers' Occupational Role and Attitudes Toward Children, *David F. Aberle and Kaspar D. Naegele*. 34. Child Rearing in the Class Structure of American Society, *W. Allison Davis*. 35. Social-Class Differences in Child Rearing: A Third Community, *Richard A. Littman, Robert C. A. Moore, and John Pierce-Jones*. 36. Effects of Maternal Employment on the Child, *Lois Wladis Hoffman*. 37. Child Adjustment in Broken and in Unhappy Unbroken Homes, *F. Ivan Nye*. CHAPTER FIVE. PATTERNS OF FAMILY INTERACTION: 38. Class Differences in Family Stability, *August B. Hollingshead*. 39. Class Differences in Family Decision-Making on Expenditures, *Mirra Komarovsky*. 40. The Sociology of Parent-Youth Conflict, *Kingsley*

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Approaches in Family Research: The Method of Record Linkage, Harold T. Christensen. 72. *New Approaches in Family Research: The Personality-Interaction Approach*, Robert M. Huntington. 73. *New Approaches in Family Research: Observational Methods*, Robert O. Blood, Jr. 74. *Husband-Wife Interaction Over Revealed Differences*, Fred L. Strodbeck. 75. *New Directions for Research on the American Family*, Leonard S. Cottrell, Jr.

Political Sociology

Polsby, Dentler, and Smith

POLITICS AND SOCIAL LIFE: An Introduction to Political Behavior. Nelson W. Polsby, *Wesleyan University*, Robert A. Dentler, *Teachers College, Columbia University*, and Paul A. Smith, *Harpur College*. 879 pages, 7" x 9½", 1963, \$9.75.

This book of readings explores the approach of science to political knowledge. Eight chapters, each consisting of an original essay by the editors and eight to twelve papers, focus on topics of primary concern. The 70 selections are by authors of widely varying backgrounds, ranging from political science and sociology to mathematical biology and public opinion analysis.

Emphasis is placed on current knowledge in the field, not on programs or promises. The book is distinctive in its concern with how theory is constructed and scientific research conducted.

Its purposes are (1) to explore fully the approach of science to political knowledge, since the value of its contributions to other fields of study has been proved, (2) to rescue from undeserved obscurity some unpublished studies which are superior analyses of politics and to publish them alongside articles justly famous among social scientists, (3) to integrate the best elements of a growing discipline, and thereby provide the competent upperclassmen and graduate student with a better source of understanding about the nature of politics than has previously been available.

CONTENTS: One — A BRIEF INTRODUCTION TO THE SCIENTIFIC STUDY OF POLITICAL BEHAVIOR. 1. *The Behavioral Approach in Political Science: Epitaph for a Monument to a Successful Protest*, Robert A. Dahl. 2. *Political Science as Science*, Arthur S.

Goldberg. 3. *The American Soldier: An Expository Review*, Paul F. Lazarsfeld. 4. *The Limits of Common Sense*, Karl W. Deutsch. 5. *The Law*, Robert M. Coates. 6. *Is Social Science Scientific?*, Russell Kirk. 7. *The Canons of the Anti-Sociologist*, Robert K. Merton. Two — SCIENTIFIC THEORY IN POLITICAL BEHAVIOR RESEARCH. 8. *Various Meanings of "Theory"*, Anatol Rapoport. 9. *In Praise of Political Science*, Charles E. Lindblom. 10. *The Decision Process: Seven Categories of Functional Analysis*, Harold D. Lasswell. 11. *The Concept of Power*, Robert A. Dahl. 12. *An Illustrative Miniature Axiomatic System*, David Braybrooke. 13. *Game Theory and the Analysis of Political Behavior*, Richard C. Snyder. 14. *Notes on Method in Social and Political Research*, Frank A. Pinner. Three — PERSONAL AND SOCIAL BASES OF POLITICAL BEHAVIOR. 15. *National Character and Modern Political Systems*, Alex Inkeles. 16. *Woodrow Wilson and Colonel House: A Personality Study*, Alexander L. George and Juliette L. George. 17. *Opinions, Personality, and Political Behavior*, M. Brewster Smith. 18. *Conservatism and Personality*, Herbert McClosky. 19. *Political Personality and Electoral Choice*, Robert E. Lane. 20. *Sex Related Political Differences in Childhood*, Fred I. Greenstein. 21. *Primary Group Influences on Party Loyalty*, Herbert McClosky and Harold E. Dahlgren. 22. *Protestant and Catholic Voting Behavior in a Metropolitan Area*, Oscar Glantz. 23. *The Political Attitudes of Wealth*, Gabriel A. Almond. 24. *The Outsider in the Senate: An Alternative Role*, Ralph K. Huitt. 25. *Lawyers and American Politics: A Clarified View*, Joseph Schlesinger. 26. *Negro Registration*, H. Douglas Price. Four — THE PROCESS OF DECISION-MAKING. 27. *The Science of "Muddling Through"*, Charles E. Lindblom. 28. *A Behavioral Model of Rational Choice*, Herbert A. Simon. 29. *Decision-Making in a Democracy: The Role of the Supreme Court as a National Policy-Maker*, Robert A. Dahl. 30. *Uncertainty and Decision-Making at the National Conventions*, Nelson W. Polsby and Aaron B. Wildavsky. 31. *The Foreign-Policy Consensus: An Interim Research Report*, Roger Hilsman. 32. *The Local Community as an Ecology of Games*, Norton E. Long. 33. *An Essay on Bargaining*, Thomas C. Schelling. Five — LEADERS AND FOLLOWERS IN AMERICAN POLITICS. 34. *Fundamental Principles of Democracy*, James W. Prothro and Charles W. Grigg. 35. *Patronage and Party*,

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politan Area Organization, Edward C. Banfield. 66. *Toward an Explanation of McCarthyism*, Nelson W. Polsby. 67. *The Intelligent Citizen's Guide to the Abuses of Statistics: The Kennedy Document and the Catholic Vote*, Aaron B. Wildavsky. 68. *How I Used a Poll in Campaigning for Congress*, Jacob K. Javits. 69. *Prediction of Political Action by Means of Propaganda Analysis*, Alexander L. George. 70. *The New Shame of the Cities*, Morton Grodzins. Index.

Population

★Hutchinson

A POPULATION DILEMMA. Edward P. Hutchinson, *University of Pennsylvania*. About 550 pages, 6 1/8" x 9 1/4", A Spring 1967 Publication.

Race and Ethnic Relations

Berry

RACE AND ETHNIC RELATIONS — Third Edition. Brewton Berry, *The Ohio State University*. 435 pages, 6" x 9", 1965, \$7.75.

When the first edition of Dr. Berry's text was published in 1951 it was immediately accepted by instructors in the field. It was the first textbook to win the Anisfield-Wolf award for having made a distinctive contribution to the study of racial problems.

Although the third edition does not represent any radical alteration of the two earlier editions in viewpoint, theoretical structure, or general organization, it (1) uses the latest census data on racial groups, not only in the U.S. but elsewhere in the world; (2) incorporates the most recent materials in both theory and research; and (3) discusses the significant events, changes and movements in the area of race relations that have occupied the attention of the world since 1958.

The third edition continues to take a comparative, cross-cultural approach and is organized around sound, basic sociological concepts. It has been entirely redesigned in a modern format with many new pictorial illustrations.

CONTENTS: 1. The Point of View. 2. The Concept of Race. 3. Race Difference. 4. Mankind in Motion. 5. Conflict. 6. Steps,

Stages, and Cycles. 7. Annihilation and Expulsion. 8. Stratification. 9. Segregation. 10. Pluralism. 11. Assimilation. 12. Amalgamation. 13. Prejudice. 14. Techniques of Dominance. 15. Cleavages. 16. Reactions to Minority Status. Bibliography. Index.

Rural and Urban Sociology

Cole

URBAN SOCIETY. William E. Cole, *University of Tennessee*. 591 pages, 6" x 9 1/4", 1958, \$8.50.

Adjustment — the adjustment of the city to the people, of the people to each other and to their groups — is the theme of this text. URBAN SOCIETY discusses trends and processes, neighborhood conservation, metropolitan development, suburbanization, fringe growth, and ecology. The author's long experience both in teaching and in metropolitan, county, and regional planning, provides a rich background to each chapter.

In coverage and in organization the book is suitable either for one semester or full year courses, and for those which stress theory as well as those which stress urban problems. An emphasis on rural-urban contrasts in data makes it ideal for courses with a rural-urban approach. Illustrated with graphs, charts, and photographs.

CONTENTS: Preface. PART I. FOUNDATIONS OF URBAN SOCIETY. 1. The Sociological Perspective. 2. The Age of Cities: World Urbanization. 3. The Age of Cities in the United States. 4. The Age of the Metropolitan Area. PART II. URBAN STRUCTURE AND FUNCTION. 5. The Convergence of Two Ways of Life—The Small Town and Village. 6. Characteristics of Cities in Relation to Size. 7. Rural and Urban Demographic Contrasts. 8. Ecological Structure and Processes. 9. Suburbanization and Fringe Growth. 10. Ethnic Groups and Their Adjustment. 11. Group Structure and Participation. 12. Urban Class Structure and Trends. 13. The Urban Power Structure. PART III. THE BASIC URBAN INSTITUTIONS. 14. The Economic Way of Life. 15. The Family in an Urban Setting. 16. Urban Government and Politics. 17. Making Education Accessible and Adequate. 18. The Leisure and Recreation of Urban People. 19. Communications in Urban Life. 20. Organized Religion in an Urban Setting. PART IV. URBAN PLANNING AND DEVELOP-

MENT. 21. The Economic Plight of Cities. 22. The Air Age and the City. 23. Planning for a Better Physical Environment. 24. Moving Goods and People. 25. Planning for Urban Youth. 26. Planning for the Urban Aged. 27. Mobilizing Community Resources for Social Welfare. 28. Housing and the Rehabilitation of Slums. 29. Neighborhood Conservation and Urban Renewal. 30. New Towns for a New Age—American and British Experience. 31. Urban Prospect in a Century of Change. A Brief Glossary of Terms Appropriate to Urban Sociology. Some Teaching Films. Index.

Kolb and Brunner

A STUDY OF RURAL SOCIETY — Fourth Edition. John H. Kolb and Edmund De S. Brunner. 532 pages, 7 1/16" x 9 1/2", 1952, \$8.75.

CONTENTS: 1. What Is Rural Society—Why Study It? PART ONE. RURAL PEOPLE—THEIR DISTINGUISHING CHARACTERISTICS. 2. Cultural Origins and Rural Regions. 3. The Mobility of Rural Population. 4. Changing Patterns of Fertility, Residence and Age. 5. Psychological Characteristics of Rural People. PART TWO. MAKING A LIVING IN RURAL SOCIETY. 6. The Agricultural Enterprise—Social Implications. 7. Man and His Land. 8. The Social Function of Land. 9. Cooperation—Rural Society's Middle Way. 10. Agriculture Adjusting to National and World Economy. PART THREE. GROUP RELATIONSHIPS. 11. Rural Families. 12. Country Neighborhoods. 13. Agricultural Villages and Small Towns. 14. Rural Communities. 15. Rural Interest Groups and Classes. 16. Rural-Urban Relationships. PART FOUR. INSTITUTIONAL ARRANGEMENTS. 17. Standards of Living and the Rural Home. 18. Education and the Schools. 19. Adult Education. 20. Religion and the Rural Church. 21. Rural Recreation and the Cultural Arts. 22. Rural Health and Medical Services. 23. Rural Welfare and Social Security. 24. Local Government—A Social Institution. 25. Rural Welfare in Underdeveloped Countries. 26. Rural Society and the Great Society. *Appendix One: The Book—What It Is, How to Use It. Appendix Two: Bibliography of Rural Life in Foreign Lands. Index of Names. Subject Index.*

Tietze and McKeown
THE CHANGING METROPOLIS. Frederick

I. Tietze and James E. McKeown, both of *DePaul University*. 210 pages, 6 3/8" x 9 1/2", 1964, Paper, \$2.50.

Thirty-three articles present the city as a complex of problems — educational, architectural, racial — and suggest to students the wide range of questions created by metropolitan living.

The book is edited by an English professor and a sociologist to serve as a guide to term paper research and as valuable background and concurrent reading in introductory sociology, social problems, and urban sociology.

An extensive appendix lists books, articles, and journals dealing with urban problems. In addition, there is a list of 88 "Topics for Research" from which the students may choose either single subjects or grouped areas for investigation and composition.

CONTENTS: Part I — THE EMBATTLED CITY. 1. *Are Cities Dead?*, Robert Moses. 2. *Are Expressways Worth It?*, Charles Remsberg. 3. *The Decline of Railroad Commutation*, George W. Hilton. 4. *Chicago Area Employment Declined from 1957 to 1961*, Illinois State Employment Service. 5. *The White-Collar Corps*, Edgar M. Hoover and Raymond Vernon. 6. *Appraising the Home*, Arthur A. May. 7. *Violence in the City Streets*, Jane Jacobs. 8. *The World of the Metropolitan Giants*, Robert C. Wood. 9. *The Future of Retailing in the Downtown Core*, George Sternlieb. 10. *Education and Metropolitan Change*, Norton E. Long. Part II — THE CITY RESURGENT. 11. *Teachers for Urban Schools*, Matthew J. Pillard. 12. *The New "Gresham's Law of Neighborhoods" — Fact or Fiction*, Charles Abrams. 13. *Urban Renewal in a University Neighborhood*, Editors of *House and Home*. 14. *The Great Debate in Chicago*, Ulysses B. Blakeley and Charles T. Leber, Jr. 15. *Faculty Report Studies Woodlawn Area, Urges U C Action*, John T. Williams. 16. *Must Our Cities Be So Ugly?*, John E. Burchard. 17. *What Makes a Good Square Good?*, Grady Clay. 18. *San Francisco Rebuilds Again*, Allan Temko. 19. *Values for Urban Living*, Margaret Mead. Part III — SHIFTING POPULATIONS. 20. *The Historical Background*, Oscar Handlin. 21. *Consequences of Population Distribution*, Morton Grodzins. 22. *The First Negro Family: A Strategic Aspect of Nonwhite Demand*, Chester Rapkin and William G. Grigsby. 23. *Puerto Ricans in New York City*, Morris Eagle. 24. *The Last White Family on the*

Block, Marvin Caplan. 25. *The Growing Negro Middle Class in Chicago*, Chicago Commission on Human Relations. 26. *How Marynook Meets the Negro*, Terry Sullivan. 27. *Tells Marynook Plan: Integration Solved by "Decision"*, *Southeast Economist*. Part IV — SUBURBIA AND BEYOND. 28. *The New Masses*, Daniel Seligman. 29. *The Suburban Dislocation*, David Riesman. 30. *Urban Sprawl*, William H. Whyte. 31. *Automotive Transport in the United States*, Wilfred Owen. 32. *As If Los Angeles Didn't Have Enough Trouble*, Wesley Marx. 33. *Prometheus Unbound*, Jean Gottmann. Bibliography. Topics for Research.

Social Change

Ogburn

***THE SOCIAL EFFECTS OF AVIATION.** William F. Ogburn. 756 pages, 5 $\frac{3}{4}$ " x 8 $\frac{1}{2}$ ", 1946, \$6.95.

Ogburn and Nimkoff

***TECHNOLOGY AND THE CHANGING FAMILY.** William F. Ogburn and M. F. Nimkoff. 329 pages, 5 $\frac{1}{2}$ " x 8 $\frac{1}{8}$ ", 1955, \$6.95.

CONTENTS: PART ONE. INTRODUCTION. 1. What Has Been Happening to the Family? 2. How Causes Are Studied. PART TWO. RECENT CHANGES IN THE FAMILY. 3. From Economics to Romance. 4. Starting Earlier. 5. Toward a Smaller Family. 6. Shrinking Functions. 7. More Working Wives. 8. Away from Authority. 9. Accent on the Child. 10. More Disruption. 11. How and Why the Family Has Changed. PART THREE. WHAT OF THE FUTURE? 12. Technology and the Future of the Family. 13. Scientific Discoveries and the Future of the Family.

Zollschan and Hirsch

EXPLORATIONS IN SOCIAL CHANGE. George K. Zollschan, *Wellesley College* and Walter Hirsch, *Purdue University*. 832 pages, 6 $\frac{1}{4}$ " x 9 $\frac{1}{2}$ ", 1964, \$11.50.

The diversity of the 31 selections in this interdisciplinary symposium is vast — with critical investigation of areas of social change from three continents and from the fields of anthropology, history, economics, philosophy, psychology, political science, and social planning.

The papers range from technical to discursive, from philosophical to scientific, from theoretical to empirical. Each contributor writes on a major problem of his choice without adherence to any fixed formula or solution. And in most cases the essayists indicate an intention either to extend their theories or to apply them to new tasks.

The chapters are arranged in eight topical sections, and editors' introductions to each of the sections unify the symposium. In the Introduction by Don Martindale of the University of Minnesota, sequences are suggested for studying the papers in classes in social structure and social theory.

Section 1 presents chapters providing general perspectives to the area of social change. In Section 2, Zollschan and his colleagues propose a theory of institutionalization. Other theoretical social and psycho-social models of change are proposed in Sections 3 and 4 respectively, and Section 5 presents broad historical perspectives on change. This Section features a dialogue on socio-cultural dynamics between Louis Schneider and P. A. Sorokin. Section 6 gathers together chapters on cultural change, cultural contacts, and social movements, while a number of contributions on economic development and cultural change appear in Section 7. The final Section presents chapters on special areas of institutional change.

CONTENTS: INTRODUCTION. Don Martindale Section One — GENERAL PERSPECTIVES ON SOCIAL CHANGE — 1. *The Place of the Image in the Dynamics of Society*, Kenneth E. Boulding. 2. *The Problem of Quality in Relation to Some Issues in Social Change*, Irving Sosensky. 3. *The Formation and Destruction of Communities*, Don Martindale. Section Two: WORKING PAPERS IN THE THEORY OF INSTITUTIONALIZATION — 4. *Social Stability and Social Process: An Initial Presentation of Relevant Categories*, George K. Zollschan and Robert Perrucci. 5. *Prolegomenon to a Theory of Revolutions*, David Willer and George K. Zollschan. 6. *Concerning Alienation: A System of Categories for the Exploration of Rational and Irrational Behavior*, George K. Zollschan and Philip Gibeau. 7. *Beyond the "Reality Principle"*, George K. Zollschan. *Methodological Appendix*, Ronald M. Andersen and Robert L. Eichhorn. Section Three: SOCIAL SYSTEM MODELS OF CHANGE — 8. *Functional Analysis as a Source of a*

Theoretical Repertory and Research Tasks in the Study of Social Change, Alvin Boskoff. 9. *Social Integration and System Integration*, David Lockwood. 10. *The Impact of Drastic Change on Social Relations — A Model for the Identification and Specification of Stress*, H. David Kirk. 11. *Mathematical Models of Social Change*, James M. Beshers. Section Four: PSYCHO-SOCIAL MODELS OF CHANGE — 12. *Idea Systems in the Individual and in Society*, Daniel J. Levinson. 13. *Breadth of Perspective and Social Change*, Leon H. Warshay. 14. *The Acceptance and Rejection of Change*, H. G. Barnett. Section Five: BROAD HISTORICAL PERSPECTIVES ON CHANGE — 15. *Toward Assessment of Sorokin's View of Change*, Louis Schneider. 16. *Comments on Schneider's Observations and Criticism*, Pitirim A. Sorokin. 17. *Processes of Change and Institutionalization of the Political Systems of Centralized Empires*, S. N. Eisenstadt. 18. *The Roles of Humanism and Scientism in the Evolution of Sociology*, Don Martindale. Section Six: CULTURAL CHANGE, CULTURAL CONTACT, AND SOCIAL MOVEMENTS — 19. *Conflict and Change in a Northern Nigerian Emirate*, Ronald Cohen. 20. *Advertising in French Canada: Innovations and Deviations in the Context of a Changing Society*, Frederick Elkin. 21. *Feminism and Social Change — A Case Study of a Social Movement*, J. A. and Olive Banks. 22. *Health and Retirement Among Farmers: A Panel Study*, Ronald M. Andersen and Robert L. Eichhorn. Section Seven: ECONOMIC DEVELOPMENT AND CULTURAL CHANGE — 23. *Payment Systems in the French Steel and Iron Mining Industry: An Exploration in Managerial Resistance to Change*, Alfred Willener. 24. *Stocks, Bonds, and Peasant Canes in Barbados: Some Notes on the Use of Land in an Overdeveloped Economy*, Sidney M. Greenfield. 25. *Neglected Dimensions in the Analysis of Economic Change*, Nathan Rosenberg. 26. *Economic Development and Change in Social Values and Thought Patterns*, Bert F. Hoselitz. Section Eight: SPECIAL AREAS OF INSTITUTIONAL CHANGE — 27. *Technology and Social Change on American Railroads*, Fred Cottrell. 28. *Risk Capital Philanthropy: The Ideological Defense of Innovation*, Richard Colvard. 29. *Organizational Change: The Case of American Trade Unions*, Philip M. Marcus. 30. *Education, Ideology, and Social Change in England*, G. Duncan Mitchell.

31. *Knowledge, Power, and Social Change: The Role of American Scientists*, Walter Hirsch. CONTRIBUTORS. INDEX.

Social Institutions and Organizations

★Martindale

INSTITUTIONS, ORGANIZATIONS, AND MASS SOCIETY. Don Martindale, *University of Minnesota*. 576 pages, 6 $\frac{1}{8}$ " x 9 $\frac{1}{4}$ ", 1966, \$8.75.

This outstanding contribution to theories of social structure provides a greatly needed theoretical and empirical synthesis of contemporary institutions, groups, and organizations. The book explores the confrontation of man and collectivity in a modern organizational world, examining critically the functionalist theory, and systematizing and extending the social-behavioristic approach to social structure. The entire social history of institutions is given comprehensive treatment, while many large-scale contemporary organizations in the areas of politics, industry, government, education, medicine, and the military are studied in depth.

INSTITUTIONS, ORGANIZATIONS, AND MASS SOCIETY is an excellent text for courses dealing with Social Institutions and Organizations, Organizational Analysis, Theories of Organizational Structure and Function, American Social Institutions, and American Social Structure. It is also a valuable supplement for courses in Industrial Sociology, Social Control, Socialization, and Political Sociology.

CONTENTS: PREFACE. PART I: TRADITIONAL SOCIOLOGICAL APPROACHES TO SOCIAL ORGANIZATION. 1. Positivistic Organicism, Conflict Theory, and Formalism. 2. Social Behaviorism and Functionalism. PART II: THE BIOLOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF INDIVIDUALITY AND COLLECTIVITY. 3. Individuality as a Social Principle. 4. Collectivity as a Behavioral Principle. PART III: THE THEORY OF GROUPS AND INSTITUTIONS. 5. The Conceptual Resources of Social Behaviorism. 6. A Social-Behavioristic Theory of the Organization. PART IV: STRUCTURES FOR THE MASTERY OF NATURE. 7. Control of the Material Environment. 8. Economy and Community: Historical Perspectives. 9. Economic History of the United States. 10. The Large-Scale Economic Organizations. PART V: STRUCTURES OF SOCIAL CONTROL. 11. Social

Control. 12. Social Control and the Community: Historical Perspectives. 13. Social Control in the United States. 14. Large-Scale Control Organizations. PART VI: STRUCTURES OF SOCIALIZATION. 15. Socialization. 16. Socialization and Community: Historical Perspectives. 17. Socialization in the United States. 18. Large-Scale Structures of Socialization. PART VII: COMMUNITY AND PERSONALITY IN AN ORGANIZATION WORLD. 19. Large-Scale Organizations and the Nation-State. 20. Personality in Mass Society. *Index.*

Social Psychology

Rose

HUMAN BEHAVIOR AND SOCIAL PROCESSES: An Interactionist Approach. Edited by Arnold M. Rose, *University of Minnesota*. 680 pages, 5½" x 8¾", 1962, \$8.75.

This symposium weaves together the several strands of a particularly influential body of theory in sociology and social psychology, variously known as "action theory," "role theory," "symbolic interactionism," or simply "the Chicago tradition." A systematic formulation of the theory is presented, followed by 33 chapters by leading exponents of the tradition which attempt both to refine the theory and to offer empirical evidence in support of it. The great majority of these contributions were written especially for the book. The focus is not simply on the effects of social interaction on the individual (although this social-psychological emphasis quite naturally pervades the book) but on social organization and social processes as well.

HUMAN BEHAVIOR AND SOCIAL PROCESSES is ideal for courses in social psychology as taught by sociologists, and it will find a place in other courses where the aim is to inspire in the student a concern for some of the central theoretical and methodological problems in contemporary sociology and social psychology.

CONTENTS: PART ONE. THEORY FOR SOCIAL PSYCHOLOGY: 1. A Systematic Summary of Symbolic Interaction Theory, *Arnold M. Rose*. 2. Role-Taking: Process Versus Conformity, *Ralph H. Turner*. 3. Conditions of Accurate Role-Taking: A

Test of Mead's Theory, *Sheldon Stryker*. 4. Transformations of Identity, *Anselm Strauss*. 5. Appearance and the Self, *Gregory P. Stone*. 6. What Other? *Everett C. Hughes*. 7. Reference Groups and Social Control, *Tamotsu Shibutani*. 8. Breadth of Perspective, *Leon H. Warshaw*. PART TWO: THE INDIVIDUAL AND SOCIAL ORGANIZATION: 9. Society as Symbolic Interaction, *Herbert Blumer*. 10. The Interview and the Professional Relationship, *Manford H. Kuhn*. 11. Dilemmas in the Doctor-Patient Relationship, *Eliot Freidson*. 12. Sociology of Occupations: The Case of the American Funeral Director, *Robert W. Habenstein*. 13. Industrial Workers' Worlds: A Study of the "Central Life Interests" of Industrial Workers, *Robert Dubin*. 14. Cooperative Evasions to Support Labor-Management Contracts, *Melville Dalton*. 15. Types of Family Organization: Child-Oriented, Home-Oriented, and Parent-Oriented, *Bernard Farber*. 16. Social Stratification and the Political Order, *Howard Brotz*. 17. Social Bases of Political Commitment: A Study of Liberals and Radicals, *William Kornhauser*. 18. Collective Dynamics: Process and Form, *Kurt Lang and Gladys Engel Lang*. 19. Beyond Utopia: The "Beat Generation" as a Challenge for the Sociology of Knowledge, *Elwin H. Powell*. PART THREE. STUDIES IN SOCIAL PROCESS: 20. Social Problems and Social Processes, *Ernest W. Burgess*. 21. Social-Action Systems and Social Problems, *S. Kirson Weinberg*. 22. The Differential-Association Theory of Crime, *Daniel Glaser*. 23. Role Theory, Differential Association, and Compulsive Crimes, *Donald R. Cressey*. 24. Some Relevant Directions for Research in Juvenile Delinquency, *Irwin Deutscher*. 25. On Cooling the Mark Out: Some Aspects of Adaptation to Failure, *Erving Goffman*. 26. Socialization for Postparental Life, *Irwin Deutscher*. 27. Self and Role in Adjustment During Old Age, *Ruth S. Cavan*. 28. A Social-Psychological Theory of Neurosis, *Arnold M. Rose*. 29. Self-Conception and Physical Rehabilitation, *Theodor J. Litman*. 30. The Treatment of Tuberculosis as a Bargaining Process, *Julius A. Roth*. 31. Marijuana Use and Social Control, *Howard S. Becker*. 32. Desegregation as an Object of Sociological Study, *E. Franklin Frazier*. 33. Urbanism and Suburbanism as Ways of Life: A Re-evaluation of Definitions, *Herbert J. Gans*. 34. Social Processes in the Metropolitan Community, *Warren A. Peterson and George K. Zollschan*.

★Sherif

***IN COMMON PREDICAMENT: Social Psychology of Intergroup Conflict and Cooperation.** Muzafer Sherif, *Pennsylvania State University*. 192 pages, 5¼" x 8", 1966, \$4.95.

The International Series in the Behavioral Sciences now includes this timely and provocative book. Dr. Sherif defines society's most formidable task as the resolution of the paradox between man's propensity for cooperativeness and his egocentric, aggressive desires. Similarly, this paradox is evident in associations of man with man. To the extent that there exists cooperation within a group, its approach to outside groups becomes more rigid — either for better or for worse. Dr. Sherif contends that the reduction of enmity between groups is achieved by focusing the attention of each group on common goals that can best be attained by cooperative action. Experiencing a "common predicament" also tends to erase intergroup conflict. Dr. Sherif states: "The need for a viable social psychology of international relations has clearly become the most urgent of human needs . . ." Because *IN COMMON PREDICAMENT* is based on twenty years of research on intergroup relations by the Sherifs, it represents an *authoritative* effort to provide such a social psychology. The book will be stimulating reading for advanced undergraduate and graduate students of social psychology and for anyone interested in problems of international relations.

CONTENTS: EDITOR'S FOREWORD. PREFACE. 1. Problem. 2. When the Past Becomes a Heavy Hand. 3. Doctrine and Fact on the Psychological Springs of Aggression. 4. Guideposts for Recasting Research Orientation. 5. The Experiments. 6. Verification and Extension of the Experiments. 7. Traditional Ways of Dealing with Intergroup Problems: Casting Blame and Deterrence. 8. Measures That Can Reduce Intergroup Conflict. 9. Creative Alternative to the Predicament. REFERENCES. INDEX OF NAMES. INDEX OF SUBJECTS.

Ullman

SOCIOCULTURAL FOUNDATIONS OF PERSONALITY See Culture and Personality, page 21.

Social Stratification

Lasswell

CLASS AND STRATUM: An Introduction to Concepts and Research. Thomas E. Lasswell, *The University of Southern California*. 497 pages, 6½" x 9¼", 1965, \$7.50.

CLASS AND STRATUM presents a vigorous and scholarly look at social class and social stratification, primarily, though not exclusively, in the United States. Although Dr. Lasswell aligns himself with the symbolic interactionist school, he has searched the relevant literature for definitions and concepts of the subject provided by a number of different perspectives: phenomenological, political, cultural, associational, demographic, and interactional.

Through analysis of research that has actually been done from each of these approaches, **CLASS AND STRATUM** points out the advantages and problems associated with each and thus becomes also a manual of methods for conducting research on social class and social stratification from any of these conceptual bases.

CONTENTS: Part One. THE CONCEPTUAL FIELD. 1. Introduction. 2. Popular Understandings of Social Class. 3. Some Scholarly Thought about Class, Status, and Stratification. 4. Status. 5. Social Mobility. Part Two. THE SOCIAL-PSYCHOLOGICAL PERSPECTIVE ON SOCIAL CLASS. 6. Social Class and Social Organization. 7. Cognitive Schemata and the Personal View of Social Classes. 8. Social Classes as Affective Categories. Part Three. POLITICAL PERSPECTIVES ON SOCIAL CLASS. 9. Social Class and Influence. 10. Social Classes and Interest Groups. Part Four. CULTURAL PERSPECTIVES ON SOCIAL CLASS. 11. Classways and Mores. 12. Arts and Artifacts. 13. Informal Behavior as a Basis for Distinguishing Social Classes. 14. Institutionalized Behavior as a Basis for Distinguishing Social Classes. Part Five. ASSOCIATIONAL PERSPECTIVES ON SOCIAL CLASS. 15. Cliques, Clans, Clubs, and Cleavages. 16. Family, Ethnic, and Religious Identification. Part Six. DEMOGRAPHIC PERSPECTIVES ON SOCIAL CLASS. 17. Income and Wealth. 18. Intelligence and Education. 19. Occupational Status. Part Seven. REFLECTIONS. 20. Ordered Statuses, Social Strata, and Social Class. Appendix. A Note on Research Methods and Modern Theory Construction in Social Stratification.

Sociological Aspects of Counseling

Kemp

PERSPECTIVES ON THE GROUP PROCESS: A Foundation for Counseling with Groups. C. Gratton Kemp, *The Ohio State University*. 388 pages, 6" x 9¼", 1964, \$6.95.

PERSPECTIVES ON THE GROUP PROCESS is a collection of readings designed to serve as a basal text for advanced undergraduate and graduate courses in group counseling and the group process. The author has selected readings that explore the traditional areas of psychology, personal adjustment, and group dynamics and leadership. He has also reached beyond these areas to include pieces that focus on the biological, philosophical, and religious bases of groups in order to bring to light some of the important assumptions underlying the various kinds of groups and levels of group functioning.

The book is built around five major parts. Materials are organized in a logical teaching and experiential arrangement to meet the needs of the teacher and students as they develop through the learning about, and practice in, group process. Editorial equipment includes extensive part introductions, headnotes and concluding statements for each group of selections, discussion questions, and annotated bibliographies.

CONTENTS: Preface. Part One. **ISSUES IN THE GROUP PROCESS.** Part Two. **THE GROUP.** Section A. *Definitions of the Group:* 1. Definitions of the Group, Cecil A. Gibb. Section B. *Foundations of the Group:* 2. Individuality in Modern Culture, Reinhold Niebuhr. 3. A Tentative Formulation of a General Law of Interpersonal Relationships, Carl R. Rogers. Section C. *Types and Levels of Groups:* 4. Group Guidance: Content and Process, Leo Goldman. 5. Socio and Psyche Group Process: Integrative Concepts, Hubert Stanley Coffey. Section D. *Group Patterns:* 6. The Authoritarian Group, L. Thomas Hopkins. 7. The Democratic Group, L. Thomas Hopkins. 8. The Group-Centered Group, Thomas Gordon. Section E. *Values of the Group:* 9. Developing Potentialities Through Class Groups, Leland P. Bradford. 10. Group Experience: The Democratic Way, Bernice Baxter and Rosalind Cassidy. Summary, Questions, and Suggested Readings. Part Three. **THE GROUP PROCESS.** Section

A. *Characteristics of the Group Process:* 11. The Causal Relation of Person and Act, Solomon E. Asch. 12. What Is Group Process? L. Thomas Hopkins. Section B. *Special Problems in Interaction.* 13. Group Size as a Factor in Success of Academic Discussion Groups, James A. Schellenberg. 14. The "Small Group": An Atom the School Can't Split, Charles A. Tonsor. 15. The Silent Period in Group Process, D. Patrick Hughes. Section C. *Group Decision and Social Change:* 16. Difficulties Encountered in Group Decision-Making, Kenneth F. Herrold, Joel Davitz, David Fox, and Irving Lorge. 17. Social Engineering in Educational Change: An Outline of Method, David H. Jenkins. Section D. *Problem Solving:* 18. Theoretical Analysis of the Factors Uniquely Affecting Group Solutions, Harold H. Kelley and John W. Thibout. 19. Group Forces Affecting Learning, Leland P. Bradford. Section E. *Group Counseling:* 20. Multiple Counseling: Why? When? How? E. Wayne Wright. 21. Counseling Within a Group Setting, Merle M. Ohlsen. 22. Group-Centered Counseling, Nicholas Hobbs. Section F. *Evaluation:* 23. Group Self-Evaluation, David H. Jenkins. 24. A Closer Look at the Role of Group Observer, National Training Laboratory in Group Development. Summary, Questions, and Suggested Readings. Part Four. **LEADERSHIP:** Section A. *The Leader:* 25. Definition of the Leader, Cecil A. Gibb. 26. Qualities of the Leader, Murray Ross and Charles E. Hendry. Section B. *Theories of Leadership.* 27. The Trait Theory, A. W. Gouldner. 28. The Situationist Theory, A. W. Gouldner. 29. The Interaction Theory, Helen Hall Jennings. Section C. *Psychological Foundations of Leadership:* 30. Foundations of Authoritarian and Democratic Leadership, L. Thomas Hopkins. 31. Foundations of Group-Centered Leadership, C. Gratton Kemp. 32. Differing Assumptions in Authoritarian, Democratic, and Group-Centered Leadership, C. Gratton Kemp. Section D. *Leadership Functioning:* 33. Distinctions in Leadership Functioning, C. Gratton Kemp. 34. The Functioning of the Group-Centered Leader, Thomas Gordon. Section E. *Problems of Leadership:* 35. Making Better Decisions, C. Gratton Kemp. 36. Changing the Group "Climate," L. Thomas Hopkins. 37. Maintaining a Creative Difference, Nathaniel Cantor. Section F. *Evaluation:* 38. Evaluation Through the Study of the Leader's Behavior, Andrew W. Halpin. 39. Evaluation Through the Leaderless Group Discussion, Bernard M. Bass. 40.

Evaluation Through Self-Evaluation, Thomas Gordon. Summary, Questions, and Suggested Readings. Part Five. **THE GROUP MEMBER:** Section A. *Becoming a Member:* 41. The Internal Dialogue of the Self, Reinhold Niebuhr. 42. Perception and Its Function, Arthur W. Combs and Donald Snygg. 43. Self-Actualizing People: Psychological Health, A. H. Maslow. Section B. *Interpersonal Relationships of Group Members:* 44. Measurement of Self-Oriented Needs in Discussion Groups, Nicholas T. Fouriez, Max L. Hutt, and Harold Guetzkow. 45. Self-Esteem, Group Interaction, and Group Influence on Performance, Ezra Stotland and Nicholas B. Cottrell. Section C. *Performance of Group Members:* 46. Functional Roles of Group Members, Kenneth D. Benne and Paul Sheats. 47. What Does Each Member Contribute? L. Thomas Hopkins. Section D. *The Process of Change in Group Members:* 48. Conduct, Knowledge, and Acceptance of New Values, Kurt Lewin and Paul Grabbe. 49. Changes in Self-Concepts in Relation to Perceptions of Others, Dorothy M. Kipnis. Section E. *Assisting Members:* 50. Some Factors of Resistance Which Affect Group Participation, Hazel Osborn. 51. Understanding the Behavior of "Problem Members" in Groups, Horace Mann-Lincoln Institute School of Experimentation. Section F. *Evaluation:* 52. Evaluating the Performance of Individuals as Members of Small Groups, Launor F. Carter. 53. A Group Studies Itself, Alice Miel. Summary, Questions, and Suggested Readings. Index.

Stewart and Warnath

THE COUNSELOR AND SOCIETY: A Cultural Approach. Lawrence H. Stewart, *University of California, Berkeley*, and Charles F. Warnath, *Oregon State University*. 400 pages, 5½" x 8¾", 1965, \$7.25.

This text draws upon literature and research from the fields of psychology, sociology, and anthropology in its discussion of a more effective role for the school counselor. By viewing the client against the backdrop of his psychological and cultural "systems," the authors are able to consider counseling in terms of the student's world — they are concerned with helping him attain a clear-cut sense of ego identity on which to base decisions in a complex and ambiguous society.

In outlining a social-action role for the school counselor, the authors do not view the counselor primarily in terms of his adjustive function as a passive receiver of problems, but rather in terms of his potential impact on the faculty, the school environment, and the community itself. Accordingly, in addition to the traditional counseling role of helping clients evaluate themselves and their environment in order to effect an adjustment between their self-perception and environmental conditions, they suggest two other counseling functions: (1) teaching clients to change their environment in order to make it more conducive to the attainment of the client's goals; (2) involvement in social action by the counselor himself, as a *professional*, in an attempt to create a more hospitable environment for his clients.

CONTENTS: EDITOR'S INTRODUCTION. Preface. 1. Introduction. 2. Frame of Reference. 3. Values and Behavior Models. 4. Youth and Society. 5. Identity and the Schools. 6. Cultural Information in Guidance. 7. Appraisal in Guidance. 8. Cumulative Records. 9. Academic Achievement. 10. Research. 11. Individual Counseling. 12. Groups and Group Counseling. 13. Staff Relations. 14. Ethical Considerations for Guidance. 15. Professional Status of the School Counselor. Index.

Sociological Theory

Berger, Cohen, Snell, and Zelditch

***TYPES OF FORMALIZATION IN SMALL-GROUP RESEARCH.** Joseph Berger, *Stanford University*, Bernard P. Cohen, *Stanford University*, J. Laurie Snell, *Dartmouth College*, and Morris Zelditch, Jr., *Stanford University*. 159 pages, 5¼" x 8", 1962, \$5.00.

What are the uses of mathematical models? What is the relation of a model to the formulation and testing of theory in the behavioral sciences? At what stage in the development of codified knowledge about human behavior is model-making most fruitful? Is there any simple way to bring order to the diversity of models now being constructed?

To answer such questions as these, the authors — three of them sociologists, one a mathematician — examine the existing models of small-group behavior and find that

there are three primary types of formalization distinguished by their theoretical goals and by the stage in the research process at which they can best be applied. An example of each type of model is presented at length and its uses and limitations are explored. An extensively annotated bibliography then describes 42 studies concerned with models of behavior in small groups.

Although the authors find it convenient to focus on small-group theory and research, their conclusions will be of interest to behavioral scientists generally.

CONTENTS: 1. Introduction. 2. Explanational Models. 3. Representational Models. 4. Theoretical-Construct Models. 5. Summary and Conclusions. *Annotated Bibliography.*

Berger, Zelditch, and Anderson

***SOCIOLOGICAL THEORIES IN PROGRESS, Volume I.** Edited by Joseph Berger, Morris Zelditch, Jr., and Bo Anderson, all of *Stanford University*. 306 pages, 6 1/8" x 9 1/4", 1966, \$9.50.

This challenging new book assists students in understanding and constructing sociological theory by introducing them to theories which are currently being developed. This case study approach — in contrast to the commentary or historical approach — provides students with examples to study, to analyze, to criticize, and to emulate in their own attempts to formulate systematic theories. Although diverse in subject matter, the contributions all have three objectives in common: the clear expression of abstract, general propositions; the clarification of the determinate logical structure of the theories in order to make explicit the definitions and assumptions from which conclusions are drawn; the formulation of empirically based theories.

SOCIOLOGICAL THEORIES IN PROGRESS is an ideal text for advanced undergraduate or graduate courses in sociological theory, and a valuable supplement to introductory courses in theory.

A second volume that will include the work of anthropologists and social psychologists as well as sociologists is now in preparation.

CONTENTS: INTRODUCTION. PART I: SOCIAL INTERACTION 1. Concession-Making in Experimental Negotiations, *Otomar J. Bar-*

tos, University of Hawaii. 2. Status Characteristics and Expectation States, *Joseph Berger, Bernard P. Cohen, and Morris Zelditch, Jr., all of Stanford University.* 3. Status Characteristics and Expectation States: A Process Model, *Joseph Berger, Bernard P. Cohen, Thomas L. Connor, and Morris Zelditch, Jr., all of Stanford University except Connor, Michigan State University.* 4. Structural Balance, Mechanical Solidarity, and Interpersonal Relations, *James A. Davis, University of Chicago.* 5. A Study of Sociometric Group Structure: An Application of a Stochastic Theory of Social Interaction, *Kullervo Rainio, Helsinki University, Finland.* 6. On Motivation, *Hans L. Zetterberg, Goteborg, Sweden.* PART II: SOCIAL STRUCTURE 7. Rank and Social Integration: A Multidimensional Approach, *Johan Galtung, the Peace Research Institute, Oslo, Norway.* 8. Problems of Role-Learning, *Joachim Israel, Uppsala University, Sweden.* 9. A Theory of Status Equilibration, *James C. Kimberly, Stanford University.* 10. When Culture Becomes a Business, *William N. McPhee, University of Colorado.* 11. On the Balance of a Set of Ranks, *Morris Zelditch, Jr., and Bo Anderson, both of Stanford University.* 12. Stability of Organizational Status Structures, *Morris Zelditch, Jr., Joseph Berger, and Bernard P. Cohen, all of Stanford University.*

Martindale

THE NATURE AND TYPES OF SOCIOLOGICAL THEORY. Don Martindale, *University of Minnesota*. 560 pages, 6 1/8" x 9 1/4", 1960, \$7.95.

Professor Martindale's reassessment of the field of sociological theory has achieved international critical acclaim and widespread popularity as a textbook for both undergraduate and graduate theory courses.

After tracing the historical emergence of science and the social sciences, the author distinguishes five main schools of sociological theory and examines the contributions — and limitations — of each from its earliest philosophical and sociological roots to its most recent formulations. The schools are (1) positivistic organicism, (2) conflict theory, (3) sociological formalism, (4) social behaviorism, with its three parallel branches — pluralistic behaviorism, symbolic interactionism, and social-action theory — and (5) sociological functionalism (or structural-functionalism), with its two con-

verging branches, the macro-functionalists and the micro-functionalists.

This approach enables the reader to focus on the basic continuities of development within each school, and to benefit from the author's penetrating analyses of the best-known theorists of the nineteenth and twentieth centuries. The book is illustrated with photographs of the major theorists discussed.

CONTENTS: PART ONE. SOCIOLOGY AND THE SCIENCES: 1. The Road to Sociology. 2. The Birth of the Social Sciences. PART TWO. POSITIVISTIC ORGANICISM: 3. The Social and Philosophical Origins of Positivistic Organicism. 4. The Classical Period of Positivistic Organicism. 5. The Transformation and Eventual Disintegration of Positivistic Organicism. PART THREE. CONFLICT THEORY: THE PARADOX OF MATURITY: 6. The Foundations of Conflict Theory. 7. Major Conflict Ideologies of the Nineteenth Century. 8. Sociological Conflict Theories. PART FOUR. THE FORMAL SCHOOL OF SOCIOLOGICAL THEORY: 9. The Philosophical Foundations of Sociological Formalism. 10. The Neo-Kantian Branch of Sociological Formalism. 11. The Phenomenological Branch of Sociological Formalism. PART FIVE. SOCIAL BEHAVIORISM: 12. The Conceptual Foundations of Social Behaviorism. 13. The Pluralistic Behavioral Branch of Social Behaviorism. 14. Symbolic Interactionism. 15. The Social-Action Branch of Social Behaviorism. 16. Further Developments in Social-Action Theory. PART SIX. SOCIOLOGICAL FUNCTIONALISM: 17. The Nature and Origins of Sociological Functionalism. 18. Macro-Functionalism in Contemporary Sociology. 19. Micro-Functionalism: Group Dynamics. PART SEVEN. CONCLUSION: 20. Toward Theoretical Integration. *Picture Credits. Index.*

Sociology and Education

Bartky

SOCIAL ISSUES IN PUBLIC EDUCATION. John A. Bartky, *Stanford University*. 340 pages, 5 5/8" x 8 3/8", 1963, \$6.25.

This text approaches the social problems of education both in an "a priori" and an "a posteriori" manner, so that the student will see the educational problem in its entirety before he concentrates upon any of its aspects. The foundational and sociologi-

cal approaches are integrated by a consideration of their common objective. Dr. Bartky believes that in an evolutionary society absolute definitions and fixed solutions are soon replaced and insists that each new generation find its own answers to questions concerning the ideals and functions of public education. With this conviction he stimulates thought on such questions as: How is public education now organized and how should it be organized? How does it now relate to other institutions and how might this relationship be improved? What role should education play in the resolution of social issues?

CONTENTS: Part I. THE EDUCATIONAL INSTITUTION: 1. The Nature of the Public Education Problem. 2. The Social Purposes of Education. 3. The Political Unit of Educational Organization. 4. Financing Public Education. 5. The Government of Public Education. 6. The School Organization. Part II. SCHOOL INTERACTION WITH SOCIAL INSTITUTIONS: 7. Personalities, Roles, and Culture. 8. The School and Culture. 9. School and Family. 10. School and Church. 11. School and University. 12. School and Community. 13. School in the City, in the Suburb, and in the Rural Community. 14. School and Society. Part III. THE SCHOOL AND SOCIAL PROBLEMS: 15. The Problem of Moral, Spiritual, and Democratic Values. 16. Juvenile Delinquency and the Schools. 17. The Problem of Politics. 18. The Problem of Pressure Groups. 19. The Problem of School Segregation. 20. The Demographic Problem. 21. The Educational Problem. *Index.*

Edwards and Richey

THE SCHOOL IN THE AMERICAN SOCIAL ORDER — Second Edition. Newton Edwards, *Professor Emeritus*, and Herman G. Richey, both of the *University of Chicago*. 694 pages, illustrated, 6 1/8" x 9 1/4", 1963, \$8.50.

This is a detailed, fully documented history of the American school from the early colonial period to the present. The Second Edition reflects the authors' belief that the growth and current status of our schools can be properly evaluated only when education is considered within the total context of ideological, political, cultural, regional, and economic forces which have shaped American democracy. It also incorporates supplementary documentation, end-of-chap-

ter discussion topics, bibliographies, and a large proportion of revised text material (especially on such issues as teacher education, the proper content of mass education, and the probable trends in American education during the decades ahead).

This is a history of education placed within the whole of American history, with particular emphasis on the relationship between educational developments and the geographical expansion of the United States, and between education and the economic transformations which have drastically altered American life.

CONTENTS: *Preface.* Part One. THE SCHOOL IN COLONIAL SOCIETY: 1. *Old Institutions in a New Setting: The European Background of Education in Colonial America.* Church and State in Relation to Education. The Long Shadow of the Renaissance. Religious Domination of the Intellectual Life. The Influence of the Protestant Reformation on the Colonization of America. The English Reformation and the Clash of Religious and Class Interests. The Class Structure of Society. A Two-Class Educational System. Educational Institutions and Practices. The Rise of Capitalism and Parliamentary Government. Science and Rationalism. 2. *The School in an Ecclesiastical Rural Social Order: Seventeenth-Century New England.* The Founders of a New Society in New England. The Structural Design of a New Society. The Development of an Educational System. 3. *The School in an Emerging Capitalistic Social Order: Eighteenth-Century New England.* Changes in the Economic Order. Social Conflicts and the Gains of Democracy. Shifting Currents in Thought and Feeling. School and College in the New Order. Abandonment of Compulsory Education for All. Compulsory Town Schools. Enforcement of the Law Requiring the Maintenance of Schools. The Declining Interest in Popular Education. Financing the Cost of Education. School Administration. The Content of Instruction, Methods, and Teachers. The New England College in the Eighteenth Century. Ventures in Adjusting Education to Social Needs — the Rise of Private Schools. 4. *The School in an Aristocratic Rural Social Order: The Colonial South.* The Beginnings of Southern Society. The Southern Economy. Social Consequences of the Plantation Economy. Government and Religion. Tidewater versus Back-Country — a Conflict of Cultures. Education and the Intellectual Life in the Southern Colonies. 5. *Education in a Diver-*

sity of Cultural Patterns: The Middle Colonies. New Netherland and New York. New Jersey. Pennsylvania. The Slow Development of Education in the Middle Colonies. Part Two. THE SCHOOL AND THE EMERGENCE OF THE DEMOCRATIC NATIONAL STATE, 1776-1860: 6. *Education and the Struggle for Freedom and Equality: Intellectual and Social Trends, 1776-1828.* The Changing Intellectual Climate. New Social Dynamics: the Appearance of the Idea of Human Progress. The Secularization of Thought and Feeling. Individualism and the Ideals of Social Equality and Mobility. The Rearrangement of the Social Classes. A New Political Order. 7. *Education and the Struggle for Freedom and Equality: Public versus Private and Philanthropic Education.* The Development of Education as a Function of Government. The Movement to Provide Education through Philanthropic Effort. The Further Development of Private and Denominational Agencies. Changes in the Curriculum. 8. *The Clash of Interests: Sectional, Ideological, Economic, and Political Rivalry, 1828-1860.* Economic Progress and Social Conflict. The Planter South: the Bid of King Cotton for Power. The East: the Rise of an Industrial Economy. The West: the Rising Power of Agrarian Democracy. 9. *Education in the Emerging Democratic State: The Struggle for a System of Public Education, 1828-1860.* The Opportunity for Education at the Beginning of the Period. Urbanism and Humanitarianism. Preparing the Way for Free Public Schools. The Emergence of the Democratic State. Democratizing the Support of Education. The Development of New Patterns of Control. 10. *Education in the Emerging Democratic State: The Record of Educational Progress, 1828-1860.* The Evolution of Elementary Education. The Democratization of Secondary Education. Democratic Tendencies in Higher Education. Training Teachers for the Public Schools. The Progress of Education, 1830-1860. Part Three. THE SCHOOL IN MODERN SOCIETY — THE PAST CENTURY: 11. *Social and Technological Revolution — The Past Century.* The Civil War and the Triumph of Industrial Capitalism. Other Factors Stimulating Rapid Industrialization. The Sweep of Industrial Progress Following the Civil War. The Revolution in Agriculture. Farmers in Distress. The Growth of Cities and the Concentration of Job Opportunity. The Impact of Technology on American Life. The Impact of Technology on the Pattern of the Worker's Life. The Upgrading of the Labor

Force. 12. *The Changing American Economy.* The Importance of Relating Education to the Changes in the Modern Economy. The Development and Essential Features of a Laissez Faire Economy. Signs of Change in the Structure of the American Economy. The Passing of Laissez Faire. The Growth of Corporate Enterprise. The Growth of the Large Corporation and the Concentration of Economic Power. The Ownership of Corporate Enterprise. Control of the Large Corporation. The Role of Management in the Control of Large Corporations. The Concentration of Production and the Regulation of Prices in Industry. The Limitation of Competition in the Labor Market. Price Regulation in Agriculture. The Economic Consequences of Administered Prices. The Recent Revolution in the Pattern of Economic Well-Being. Implications of the Changing Economy for Social and Educational Policy. 13. *The Relation of Government to the Economy.* Education and Economic Policy. The Choice of Policy Systems. 14. *The Expansion of the Educational Enterprise.* Social Forces and the Expansion of the Educational Enterprise. The Shift from an Agricultural to an Industrial Economy. The Increase in Ability to Finance Education. Growing Sensitivity to the Needs of Children and Youth. The Popularization of Education. Inequalities of Educational Opportunity. Rural-Urban Differentials in Educational Opportunity. Educational Opportunity for Low-Income Groups. Educational Opportunity for the Negro and Other Non-White Population. Progress toward the Ideal. 15. *The Quest for a Content of Education.* Factors Influencing the Development of the Curriculum. The Changing Program of the Elementary School. The Expansion and Organization of the Secondary-School Curriculum. The Introduction of New Types of Subjects, 1900-World War II. Recent Patterns of Curriculum Organization in Elementary and Secondary Schools. Higher Education. The Changing Curriculum. 16. *Changing Patterns of Teacher Education.* Teacher Education in 1860. Expansion and Extension of Teacher Education, 1860-1890. The Evolution of the Teachers College. From Teachers Colleges to Regional All-Purpose Colleges and Universities. Teacher Training in Colleges and Universities. First Steps in the Development of a Science of Education. 17. *Reshaping the Structural Organization of the Educational System.* The Disintegration of the Inherited Educational Structure.

Factors Involved in the Trend toward a Democratic Structure. The Organization of the 8-4-4 System. The Development of Inspection and Standards. The Reorganization of the 8-4-4 System. The Changing Structure of Education. 18. *Charting the Future Course.* The Prospect of Tomorrow's World. The Reorientation of Educational Values. Education for Decision-Making. *Illustration Credits. Index.*

Flanagan, Dailey, Shaycoft, Gorham, Orr, and Goldberg

***DESIGN FOR A STUDY OF AMERICAN YOUTH. The Talents of American Youth — No. 1.** John C. Flanagan, John T. Dailey, Marion F. Shaycoft, William A. Gorham, David B. Orr, and Isadore Goldberg. 240 pages, 5 $\frac{3}{8}$ " x 8 $\frac{1}{2}$ ", 1962, Paper, \$2.08, Cloth, \$4.28.

PROJECT TALENT is a long-range educational research study of American youth which began with the administration of a two-day battery of tests to a representative sample of 440,000 students in 1353 secondary schools throughout the United States. DESIGN FOR A STUDY OF AMERICAN YOUTH, the first report by the staff of PROJECT TALENT, outlines in detail the purposes of the study and explains fully its design, or methodology. It also includes a comprehensive picture of the historical development of testing in general as well as descriptions and illustrations of educational and psychological tests of all kinds.

Subsequent volumes in the series will deal with the aptitudes and abilities of American youth as revealed by the research described in this first report and with the nature and quality of the American secondary school.

CONTENTS: Overview: Background of the Study. 1. The Importance of Understanding Talent. 2. A Design for Investigation. 3. Selecting the Students and the Schools. 4. How the Tests Were Constructed. 5. The Tests: Their History and Content — I. 6. The Tests: Their History and Content — II. 7. The Inventories: Exploring Personality Through Student Activities. 8. The Inventories: Probing the Student's Vocational Interests. 9. The Inventories: Stocktaking of Experiences and Influences. 10. How the Tests Were Given. 11. Analyzing the Data. 12. The Questionnaires: Surveying School Characteristics.

Supplementary Titles

Following is a selected list of Houghton Mifflin titles of interest to professors and students. The (T) identifies a book published by our Trade Department. For further information, see "Books for Examination" in the General Information section at the rear of this catalogue.

BENEDICT, Ruth

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